Carl D. Perkins

LATE A REPRESENTATIVE FROM KENTUCKY

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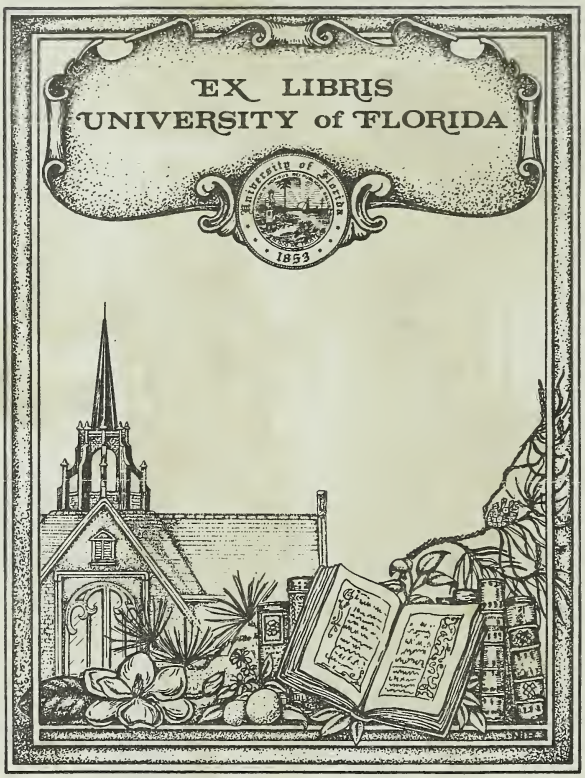
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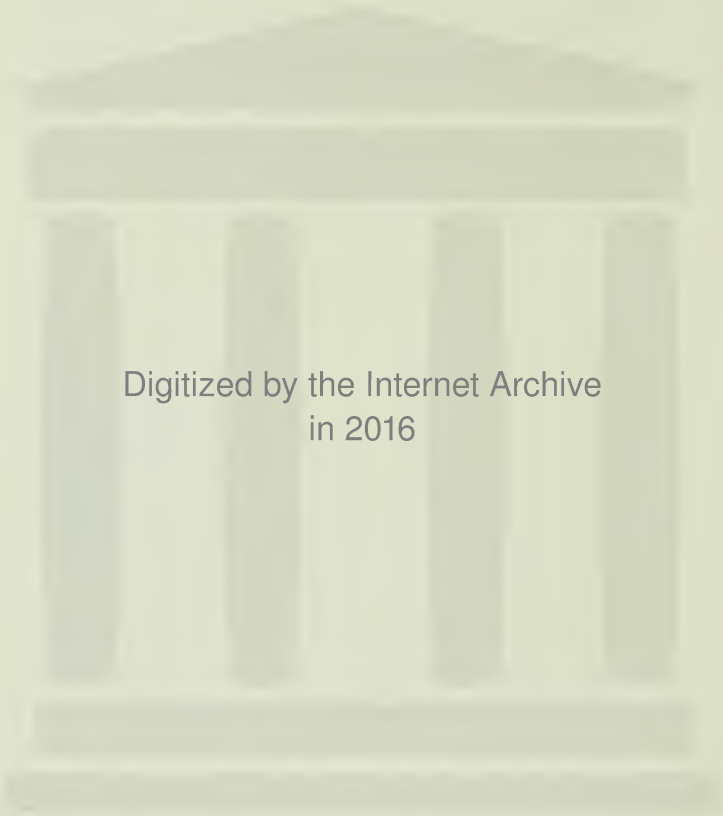
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Memorial Services

Held in the House of Representatives and Senate of the United States, together with tributes presented in eulogy of

Carl D. Perkins

Late a Representative from Kentucky

Ninety-eighth Congress
Second Session

U.S. GOVERNMENT PRINTING OFFICE
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Biography

Carl Dewey Perkins was born in Hindman, Knott County, KY, October 15, 1912; son of James E. and Dora Calhoun Perkins; attended the Knott County grade schools, Hindman High School, Caney Junior College (now Alice Lloyd College), Lees Junior College, and was graduated from Jefferson School of Law (now the University of Louisville Law School), Louisville, KY, in 1935; was admitted to the bar in 1935 and commenced the practice of law in Hindman, KY; in 1939 served an unexpired term as commonwealth attorney from the thirty-first judicial district; married Verna Johnson, teacher, 1939, one son, Carl Christopher Perkins; member of Kentucky General Assembly from the ninety-ninth district in 1940; elected Knott County attorney in 1941, reelected in 1945, and resigned January 1, 1948, to become counsel for Department of Highways, Frankfort, KY; during World War II enlisted in the United States Army and saw service in the European Theater, participating in battles of northern France, the Ardennes, and Rhineland, and central Europe; Southern Baptist; elected as a Democrat to the Eighty-first Congress; reelected to the eighteen succeeding Congresses (January 3, 1949–January 3, 1985); no Kentuckian had served as long in the Congress; chairman, Committee on Education and Labor, 1967–1984; authored, sponsored, or supported the following legislation: Elementary and Secondary Education Act, Vocational Education Act, Coal Mine Health and Safety Act, and Occupational Safety and Health Act; was a resident of Hindman, KY until his death August 3, 1984 in Lexington, KY; interment in Perkins Cemetery, Leburn, KY.

MEMORIAL SERVICES

FOR

CARL D. PERKINS

Proceedings in the House

MONDAY, *August 6, 1984.*

The House met at 12 o'clock noon.

Rev. William Siefkes, Lutheran Church of our Savior, Fullerton, CA, offered the following prayer:

Almighty God, in deepest gratitude we thank You for the privilege of living in this land which You have so richly blessed, and for the freedoms which, forgive us, we so often take for granted. We thank You for the men and women whom You have endowed with wisdom and courage, who under Your guidance shoulder the burden of leadership in these United States.

Today we especially remember with gratitude the life and work of CARL PERKINS who has served this assembly with devotion for so many years. We pray that his dedication to duty and his commitment to the needy will inspire all people to use their talents and abilities in service to others. May Your blessing be with his family and all those who mourn and may Your grace be with each of us all our days.

Finally, we pray, Heavenly Father, that Your presence and Your power may be very real and truly recognized by all who must make decisions affecting the lives of millions. May the words, "In God We Trust," which grace these Chambers, never become an empty motto but ever remain a proclamation of faith and a confession of need for Your continued grace and guidance. In Jesus' name. Amen.

Mr. NATCHER. Mr. Speaker, I offer a privileged resolution (H. Res. 566) relating to the death of the Honorable CARL D. PERKINS and ask for its immediate consideration.

The Clerk read the resolution, as follows:

Resolved, That the House has heard with profound sorrow of the death of the Honorable CARL D. PERKINS, a Representative from the State of Kentucky.

Resolved, That a committee of such Members of the House as the Speaker may designate, together with such Members of the Senate as may be joined, be appointed to attend the funeral.

Resolved, That the Sergeant at Arms of the House be authorized and directed to take such steps as may be necessary for carrying out the provisions of these resolutions and that the necessary expenses in connection therewith be paid out of the contingent fund of the House.

Resolved, That the Clerk communicate these resolutions to the Senate and transmit a copy thereof to the family of the deceased.

Resolved, That when the House adjourns today, it adjourn as a further mark of respect to the memory of the deceased.

Mr. Speaker, in offering this resolution, it is my sad duty to officially advise the House of the untimely death of our esteemed colleague, the Honorable CARL D. PERKINS of Kentucky. Having suffered a severe heart attack aboard a flight from Washington to Lexington, KY, he died on August 3, 1984, in Lexington. The funeral will be held at 11 a.m. on Tuesday, August 7, 1984, in the Knott County Central High School Gymnasium, with burial in the cemetery located outside of Hindman, KY, in Knott County.

He was a giant at the center of national power, but at all times he remained a modest man. He was a good man who served his country well. He remained always a man's man and he kept the common touch. A man who could be compared to the giant sturdy oak that grows on the rolling hillsides of Kentucky.

He was a fighter for social justice. He was a legislator for the common people he knew so well. His concept of public trust was without parallel and never did he hesitate to speak out against any proposal which he felt was not sound and not to the best interest of our people.

In every position he held, either private or public, he achieved distinction. His character, his achievements and his faithful service will be an inspiration to generations yet to come.

CARL PERKINS was good for the State of Kentucky and for the United States.

Mr. Speaker, it is my intention to reserve time, following legislative business on September 11, 1984, after we return from our August recess, for those Members who care to do so,

to speak out about CARL D. PERKINS and his great contributions to this country and to his fellow citizens.

Mr. ERLENBORN. Mr. Speaker, I rise with sadness in my heart to say a few words about CARL PERKINS, the late esteemed chairman of the Committee on Education and Labor, who for 36 years served in this House as the Representative of his beloved Seventh District of Kentucky.

CARL's passing is a great loss to the people of Kentucky, the Congress, and the Nation, and I feel a personal loss. The gentleman from Kentucky worked tirelessly and most successfully for the legislative goals in which he believed. His death is a special loss to the education community in this country because of his devoted, pioneering, and persevering leadership role in Federal education legislation.

I extend my condolences to CARL's wife and son, to his office and committee staff, to the people he so well represented, and to this body. Congress will not be the same without the venerable chairman of the Education and Labor Committee.

Mr. MAZZOLI. Mr. Speaker, I thank my friend for yielding, and I thank my friend for having taken this moment to officially advise the House and the Nation of the passing of our dear friend and former colleague, CARL PERKINS, of eastern Kentucky.

When the gentleman from Kentucky who is now in the well came to the House 14 years ago, he came under the tutelage and under the wing of the gentleman from the Seventh District, CARL PERKINS. The gentleman from Kentucky [Mr. PERKINS] interceded with the then Ways and Means Committee which made the assignments, and the gentleman in the well was assigned to the Education Committee. So I served my first 4 years in Congress with my friend, the gentleman from Kentucky [Mr. PERKINS].

We will all have many hours on September 11 to recount the many stories we have of CARL PERKINS, and there are many that are humorous and some that are perhaps in their own way sad. But the gentleman from Kentucky who is now in the well will just simply say that the gentleman from Kentucky [Mr. PERKINS] was a strong influence on his legislative life and his personal life.

The loss of the gentleman from Kentucky is not just a loss to this body and to this Congress but it is a loss to the entire country and to the world because he was a leader in the education field and in the field of trying to help the little people, the small people, the people who just do not have people interceding for them.

Mr. Speaker, I certainly would extend to Mr. Perkins' widow, to his son, State Representative Perkins, and to the entire family my profound sorrow at his passing and my condolences and my deep sympathies at this very grievous loss.

Mr. WRIGHT. Mr. Speaker, CARL PERKINS was a model of the legislator's art. He could be as flinty as the Kentucky hills from which he came, as down to earth as the stones that underlie those hills. Yet his mind was lofty, his dream was big.

He served his people with untiring devotion. He was indefatigable in his pursuit of educational excellence for all the children of this land, and generations yet unborn will be his beneficiaries.

So, Mr. Speaker, I join with my colleague, as I know all of us do in spirit, in lamenting his passing and in renewing our own dedication to those deep principles for which he stood so that the shadow he cast may continue to linger upon this land.

The SPEAKER. Without objection, the previous question is ordered on the resolution.

There was no objection.

The resolution was agreed to.

A motion to reconsider was laid on the table.

Mr. RATCHFORD. Mr. Speaker, CARL PERKINS was certainly a man who truly believed that government could help people obtain the American dream, and he made that dream a reality and he made government work.

From the School Lunch Program, to education for the disadvantaged the student assistance for higher education, CARL PERKINS and the work he did as a member and chairman of the House Education and Labor Committee touched literally hundreds of thousands of lives. Many of these people will never know the work that he did and in fact many will never have heard of this Kentucky lawyer-legislator, but their lives and the lives of their children are better because of his dedication to that dream.

Mr. Speaker, I am proud to say that I served under CARL PERKINS on the Education and Labor Committee for 4 years, and I can truly say that behind his gentle smile and country manner was one tough negotiator, with a good heart.

Mr. Speaker, CARL PERKINS was a man who always had a vision of America, an America that remembers all of its citizens, and his lasting contributions to these citizens will not soon be forgotten.

Mr. BENNETT. Mr. Speaker, the death of Congressman CARL PERKINS is a tremendous shock to all of us. He was a champion of all those in need and he did his work with quiet and forceful dignity; but always with the obvious dedication to the idea of helping those who could not adequately help themselves. His 1963 Vocational Education Act is an example of his great achievements and of the spirit of his life. The landmark 1965 Elementary and Secondary Education Act is another example of his legislative leadership.

As chairman of the House Committee on Education and Labor, he insisted that Congress do its duty in those fields particularly under the jurisdiction of his committee but his work extended far beyond that jurisdiction. Our country and millions of our citizens have benefited from his wisdom and his perseverance in enacting needed legislation.

Mr. Speaker, I had the honor to come to Congress in the same year that CARL came here and we both came here shortly after military service in World War II. In the years of our joint service here in Congress, I have always been particularly pleased that he was a member of that group which came in 1949, which incidentally included our fine President Gerald Ford. Yes, CARL was respected by everyone who knew him and not just because of his great legislative achievements; but, in fact, mostly because of his fine spirit and his dedication to principle.

We in Congress express to his widow and to their son our deepest sympathy. We have lost a great statesman in this death; and they have lost too, a very much loved individual. He truly earned the love of every American.

Mr. BOUCHER. Mr. Speaker, the Congress is poorer today for the loss of our esteemed colleague and friend CARL PERKINS of Kentucky.

CARL PERKINS brought to this body a compassion as broad as the mountains that span his district in Kentucky and as caring as a mother concerned over the health of her young child.

As the author of the Elementary and Secondary Education Act and the Vocational Education Act, CARL PERKINS' efforts have enabled millions of young Americans from disadvantaged areas to obtain useful educations. These programs have been of tremendous benefit throughout the entire Appalachian region.

His commitment to our Nation's coal miners was evidenced through his authorship of Federal black lung legislation which enables coal miners who have sacrificed their health to receive just compensation.

Mr. Speaker, all of our colleagues are aware of CARL PERKINS' contributions to this body which strengthened our Nation's commitment to the disadvantaged and disabled. But I have a great personal affection for the man who literally took me by the hand when I arrived in Washington and guided me through the catacombs of the Capitol and the intricacies of the legislative process.

Mr. Speaker, CARL PERKINS will be missed by everyone who looks toward Congress as a body of compassion and good will, by our colleagues who value leadership and understanding, and by those whose lives CARL PERKINS touched as a man, a legislator, and a friend.

The SPEAKER pro tempore [Mr. Fazio]. Pursuant to House Resolution 566, the Chair, without objection, appoints as members of the funeral committee of the late CARL D. PERKINS the following Members on the part of the House:

Mr. Natcher of Kentucky; Mr. O'Neill of Massachusetts; Mr. Wright of Texas; Mr. Snyder of Kentucky; Mr. Mazzoli of Kentucky; Mr. Hubbard of Kentucky; Mr. Hopkins of Kentucky; Mr. Rogers of Kentucky; Mr. Bennett of Florida; Mr. Rodino of New Jersey; Mr. Conte of Massachusetts; Mr. Smith of Iowa; Mr. Stratton of New York; Mr. Hawkins of California; Mr. Pickle of Texas; Mr. Erlenborn of Illinois; Mr. Bevill of Alabama; Mr. Alexander of Arkansas; Mr. Biaggi of New York; Mr. Jones of Tennessee; Mr. Obey of Wisconsin; Mr. Andrews of North Carolina; Mr. Gilman of New York; Mr. Rose of North Carolina; Mr. Taylor of Missouri; Mr. Scheuer of New

York; Mr. Goodling of Pennsylvania; Mr. Hefner of North Carolina; Mr. Hightower of Texas; Mr. Miller of California; Mr. Mineta of California; Mr. Simon of Illinois; Mr. Luken of Ohio; Mr. Akaka of Hawaii; Mr. Bonior of Michigan; Mr. Kildee of Michigan; Mr. Murphy of Pennsylvania; Mr. Panetta of California; Mr. Rahall of West Virginia; Mr. Walgren of Pennsylvania; Mr. Weiss of New York; Mr. Dannemeyer of California; Mr. Kogovsek of Colorado; Mr. Ratchford of Connecticut; Mr. Petri of Wisconsin; Mr. Dreier of California; Mr. Eckart of Ohio; Mr. Gunderson of Wisconsin; Mr. McCurdy of Oklahoma; Mr. Martinez of California; Mr. Bartlett of Texas; Mr. Boucher of Virginia; Mr. Harrison of Pennsylvania; Mr. McCloskey of Indiana; Mr. Owens of New York; Mr. Packard of California; Mr. Penny of Minnesota; Mr. Wise of West Virginia; Mr. Ackerman of New York; Mrs. Burton of California; and Mr. Hayes of Illinois.

There was no objection.

Mr. LELAND. Mr. Speaker, it was with great sadness that I learned of the death of one of this body's most distinguished Members, CARL D. PERKINS, of Kentucky.

As one of his colleagues and as chairman of the House Select Committee on Hunger, I would like to point out that CARL PERKINS did more than almost anyone in this country's history to assure that its children were fed.

He understood what the child nutrition programs meant to hungry children. He guarded the programs zealously and was stubborn in his efforts to maintain their integrity, because he knew that nutrition was vital to the health and learning capacity of the young of this Nation. CARL PERKINS, knew that for many poor children, school lunch was their only decent meal of the day.

Because he was aware that school lunches could not meet all the nutritional requirements of all needy children, CARL PERKINS used his chairmanship of the House Committee on Education and Labor to establish other feeding programs that complemented the school lunch program.

School breakfast was a special favorite of his. It was important to CARL PERKINS because he was concerned about the farm children in his congressional district who had long bus rides to school, often after doing early morning chores. He also knew the impact of a good breakfast on the learning ca-

pacity of innercity children who would need energy and educational skills to push their way out of the ghetto.

Another program developed under CARL PERKINS' aegis is the Child Care Food Program, which provides meals for children of working mothers. These meals meet proper nutritional standards in day care centers and family day care homes so that working mothers don't need to worry about the quality of their children's meals away from home.

The Special Supplemental Food Program for Women, Infants and Children [WIC] grew under his leadership to provide more food to nutritionally vulnerable pregnant women, infants, and children. Each day we are learning more from science about the benefits of this program which he instinctively knew to be good.

Whatever the program, CARL PERKINS cared about and fought for valid nutritional standards. The number of child nutrition programs didn't bother him; he was more concerned about meeting the multiplicity of needs in our complex society.

CARL PERKINS' fitting memorial is the assurance in law that the children of poverty and the children of minorities do not grow up hungry, but rather that they have the opportunity to grow and learn in good health. For that, this Nation will always be grateful.

Mr. Speaker, on August 3, the Nation suffered a great loss. Other Members of Congress and I will miss this outstanding humanitarian. Let us vow today to continue the struggle for the nutritional causes that CARL PERKINS championed so valiantly.

ADJOURNMENT

Mr. WALKER. Mr. Speaker, pursuant to House Resolution 566, I move that the House do now adjourn.

The motion was agreed to.

The SPEAKER pro tempore. Pursuant to the provisions of House Resolution 566, the Chair declares the House adjourned until Wednesday, August 8, 1984, at 10 a.m. out of respect for the Honorable CARL D. PERKINS.

Thereupon (at 5 o'clock and 38 minutes p.m.), pursuant to House Resolution 566, and under its previous order, the House adjourned until Wednesday, August 8, 1984, at 10 a.m.

WEDNESDAY, *August 8, 1984.*

The SPEAKER pro tempore. The Chair lays before the House a message from the Senate on Senate Resolution 428.

A message from the Senate by Mr. Sparrow, one of its clerks, announced that the Senate agreed to the following resolution:

SENATE RESOLUTION 428

Resolved, That the Senate has heard with profound sorrow the announcement of the death of the Honorable CARL PERKINS, late a Representative from the State of Kentucky.

Resolved, That the Secretary communicate these resolutions to the House of Representatives and transmit an enrolled copy thereof to the family of the deceased.

Resolved, That when the Senate recesses today, it recess as a further mark of respect to the memory of the deceased Representative.

Mr. HUBBARD. Mr. Speaker, yesterday morning more than 3,000 people gathered in the Knott County Central High School gymnasium at Hindman, KY, for the funeral of our beloved friend and colleague, the late CARL DEWEY PERKINS. There in that eastern Kentucky high school gymnasium, tributes galore were paid to this great American. More than 80 of his congressional colleagues awoke before dawn yesterday to come to the U.S. Capitol, then to Andrews Air Force Base, then to the London, KY, Airport and then an hour and a half drive over to the town of Hindman, KY, the birthplace and home of the late CARL D. PERKINS.

Speaker O'Neill's words at the funeral included, "Thousands have served in Congress, but few have had the impact that CARL PERKINS has."

Our majority leader, Jim Wright, referred to CARL PERKINS as "a giant of a man in our day." Jim Wright said, "No man has done more for those who needed his help than CARL PERKINS did in his 36 years of public service."

I believe our majority leader said it best as he closed his remarks by saying, "CARL, your day is done, your battle won. Well done."

On September 11, the Members of the House will have 4 hours to pay tribute to the late Carl D. Perkins. Those of us from Kentucky appreciate the many colleagues who went to our State yesterday to pay tribute to CARL D. PERKINS.

Verna Perkins, Carl's widow, and State representative and Mrs. Carl Christopher Perkins, Carl's son and daughter-in-law have expressed their appreciation for the many, various expressions of sympathy sent to them since last Friday.

Mr. GAYDOS. Mr. Speaker, last Friday, we lost a friend and colleague, the Honorable CARL PERKINS of Kentucky. I know we all feel saddened by this loss. But, at the same time, we should feel great pride in the honor CARL brought to each and every one of us just by his service in the House for 36 years.

CARL PERKINS stood head and shoulders above many people. His legislative accomplishments alone speak to his stature as a Member of Congress.

Yet, for all of those accomplishments, few people outside of this body and his Kentucky district knew him.

Just think of the millions of American school children who have benefited from the Elementary and Secondary Education Act of 1965 * * * just think of the millions of American school children who received a school lunch, for some the only hot meal of the day.

Just think of the mine workers who have been saved and their families who have been helped because of CARL's insistence on passing mine health and safety legislation and black lung legislation.

Just think of all those untold millions of working men and women from one end of this great country to the other whose daily lives are better because CARL PERKINS cared about them, their families and their futures.

Millions of American youth were able to receive a college education because CARL PERKINS supported student aid programs, including Federal scholarships, work-study programs and student loans.

Hundreds of thousands of Americans are able to read and learn because CARL PERKINS insisted on providing aid for public libraries in the rural areas of this country.

His efforts as chairman of the House Education and Labor Committee, a post he held since 1967, and as chairman of the Subcommittee on Elementary, Secondary and Vocational Education insured that many of America's disadvantaged were given a chance, an opportunity to receive an education and to succeed * * * an opportunity they would not have had if not for CARL PERKINS.

CARL PERKINS was not a flamboyant Congressman. He didn't rant and rave. He spoke to America about the need to help those who were less fortunate. But he spoke quietly, knowing that right was on his side and knowing that because of that right, he could convince his colleagues * * * and he did, time and time again.

When I came to the Congress in 1968, CARL was already chairman of the Education and Labor Committee and I was but a freshman member of that committee. Yet, CARL always showed me the same respect he showed everyone else. He made sure that everyone was treated equally and fairly.

Today, I still serve on the Education and Labor Committee and chair the Subcommittee on Health and Safety and I am sure in my own mind that without CARL PERKINS' guidance and assistance over the years, I wouldn't be as successful a Member of Congress as I am.

All of us in this body owe a great deal to CARL PERKINS. He served with dignity throughout his 36 years and that dignity reflected on this body and its Members. His integrity has never been questioned and neither has his concern for America and its people.

I'm sure many of us will be asked to define CARL's greatest legislative triumph. Well, I'm not sure how I would answer such a question. In reviewing CARL's legislative record, I was most impressed by the number of measures he sponsored that became law. Many of us take great pride in introducting a lot of bills, but I don't know how many of us can match CARL's record of getting bills passed and signed into law. Just trying to list all of those would take more time than we have available.

I do know that CARL took great pride in his efforts on behalf of the landmark Elementary and Secondary Education Act of 1965. And his handiwork can be counted just by reviewing the record. The subcommittee he then chaired drafted the key

changes in the bill so well that only one amendment was offered and passed on the House floor and none were passed in the Senate. CARL's efforts insured quick passage and an early signing of the bill by then—President Lyndon Johnson.

His knowledge of House rules and his ability to work with his colleagues, without arm-twisting, enabled CARL to eliminate opposition to key legislation, such as the Adult Basic Education Act, which was blocked by the Rules Committee until CARL worked his magic.

In some ways it's to bad that CARL wasn't a more outspoken Member of Congress because, then, more of the Americans who have benefited from the programs he sponsored and nurtured through the House and its committees would know him and be able to pay him the honors he so richly deserves.

But, at least, we know what he accomplished over the years. We know and can take pride in CARL's work, in his efforts to insure that many deprived Americans received the benefits of this country.

I believe we all should thank Verna, CARL's wife, who allowed us to have CARL here with us in Washington even though it meant difficult times for her, CARL, and their family.

CARL has been an example to all of us. His concern for America and for Americans is second to none and his legislative accomplishments prove that time and again.

CARL PERKINS was my friend and colleague. I shall miss him, his insight, his determination to keep this country great, his concern for all Americans and, especially, the children and youth of this Nation as well as its working men and women.

I am proud to have had the opportunity to serve alongside CARL in the House and on the Education and Labor Committee and to call him my friend.

Mr. NATCHER. Mr. Speaker, one of the nicest things that has happened to me during my lifetime is the opportunity that I have had to serve in the Congress with CARL D. PERKINS.

I will remember him as a friend, an outstanding legislative leader, a symbol of strength, and an example of the character and accomplishment that our legislative branch of Government should always stand for. Few public servants have held such a warm and well-loved place in the hearts of their constituents. The country has lost one of its greatest patriots. I have lost one of my close friends.

CARL PERKINS always believed that if you keep your eyes on the people, you will never lose your way. To CARL PERKINS, there was no limit to the greatness, the glory, and the grandeur of America. He was proud of the privileges he had of serving that country he loved so much. He lived his beliefs; he was a rock of integrity; he was a monument of decency; he was a tower of principle; he was a pillar of compassion and concern for his fellow man.

He was a man of high integrity, a man of conviction, a man with determination and firmness, a man with sure knowledge, a man who cherished and protected the prerogatives of the House, and a man endowed with the qualities of greatness.

He was a practical man. He knew that politics is the art of the possible. He knew also that at times, it is better to bend than to break; that if you want a rose, at times you must put up with the thorns. He also knew extremely well the traditions and the history of our great country. He realized that if you do not know the mistakes of history, you have to live those mistakes all over again.

To CARL PERKINS, there was no such thing as the impossible. He was a gifted man, possessing courage and stubborn determination. He will be missed by his colleagues, but more importantly, he will be missed by the entire Nation.

During the 20th century, Kentucky has not sent a Member to the House of Representatives that established a better record than CARL PERKINS. He was elected chairman of the Committee on Education and Labor in 1967 and served in this capacity for 17½ years. His seniority was No. 4 in the House of Representatives. Among his legislative achievements, he always counted the Vocational Education Act of 1963, the landmark Elementary and Secondary Education Act of 1965, and the provisions for black lung benefits in the Coal Mine Health and Safety Act of 1969. These are only a few of the major bills that he sponsored and succeeded in passing in the House of Representatives.

I recall back in the late 1950's when Gus Kelly of Pennsylvania would bring out each year, his school construction bill. This bill was turned back on a number of occasions and a great many Members in the Congress became discouraged over the failure of such legislation to be enacted. This discouragement did not apply to CARL PERKINS because he believed

that the time would soon arrive when elementary and secondary education and higher education would be in order in the House of Representatives and in the U.S. Senate. This time arrived during the early 1960's and CARL PERKINS was one of the leaders in the move to enact such legislation.

CARL D. PERKINS' memorial will not be of bronze or marble. His memorial lives and breathes and walks among us. His memorial is every man and woman and child whose life has been improved as a result of the legislation and the programs he succeeded in enacting while serving as a Member of the House of Representatives. His memorial is to be found in every classroom in this Nation where young people are receiving a better education because of CARL PERKINS' understanding and compassionate handling of his authorization bills. His memorial is to be found in the programs that have benefited the working men and women in this country.

He served with eight Presidents and five Speakers of the House. During the 35 years that he served in the House of Representatives, he had an opportunity on more than one occasion to be elected to other offices, but he believed that he was in the right place to serve his people, his State, and his country, and he had no desire to change positions.

He was a giant in the center of national power, but at all times he remained a modest man. He was a good man who served his country well. He remained always a man's man and he kept the common touch. He was a man who could be compared to the giant, sturdy oak that grows on the rolling hillsides of Kentucky.

The Commonwealth of Kentucky has lost a distinguished son and dedicated servant. The Congress has lost one of its most effective legislators. The people of the United States have lost one of their great champions in the fields of education and labor. I remember his strong voice in behalf of the working people of his district and of the Nation.

His concept of public trust was without parallel and never did he hesitate to speak out against any proposal which he felt was not sound and not to the best interests of our people. In every position he held, either private or public, he achieved distinction. As a Member of Congress, he had those qualities that are essential for leadership, sound justice, patience, perseverance and unyielding adherence to the principles and poli-

cies advocated by his party for the welfare of the country. His character, his achievements, and his faithful service will be an inspiration to generations yet to come.

Mr. Speaker, I deem it a great privilege and a high honor to have been a friend of CARL D. PERKINS. I have lost a true friend, and this country has lost a great statesman. To his lovely wife and family, I extend my deepest sympathy in their bereavement.

Mr. MAZZOLI. Mr. Speaker, I thank the chairman for yielding to the gentleman from Kentucky, and I would like to first salute my friend from the Second District for having established this special order to honor our departed colleague, CARL PERKINS, and of course, to salute my friend as the new dean of the Kentucky delegation.

The gentleman from Kentucky who is now speaking came to the House 14 years ago, and my first committee assignment was the gentleman from Kentucky's committee, the Committee on Education and Labor. I served on the gentleman's committee for 4 years until I switched to another. If there were one individual who stands out as my political mentor, it would be CARL PERKINS. A more dissimilar person from the gentleman from Kentucky who is now speaking probably did not exist. I am from a city, I have never been on a farm. My people came to this country in relatively recent years. Mr. PERKINS is a man of the soil. He came to his area of Kentucky many generations ago, and yet, Mr. PERKINS took me under his wing and showed me the legislative ropes and enabled me to be a productive Member of Congress at an early age, and at an early time in my service.

If I could, just for one second, Mr. Chairman, perhaps illustrate, as we all have many stories about Mr. PERKINS, and I am sure the gentleman would remember that when he would engage with Mr. PERKINS in one of those treks to the floor, you did not escape that big, burly hand which would grab you just about the middle of your bicep and squeeze and steer you into a wall and away from a wall and bounce you off the place, because he was a very persuasive man and very physical in the way he could make his point.

The gentleman from Kentucky remembers one specific incident I would like to relate as perhaps crystallizing the entire service of CARL PERKINS. It was the conference, the very histor-

ic conference of 1972 in which we finally settled on a higher education bill. As my friend from Kentucky, Mr. Natcher, remembers, Mr. PERKINS labored for week after week after week on that bill. He never could quite get the conference report written.

I will never forget this as long as I live. One day we met at 2 in the afternoon down in the old Supreme Court chamber, which had not been remodeled at that point. This was before the bicentennial. We met at 2 in the afternoon and I figured it would be another one of those desultory meetings that never quite reached home base. Came suppertime and we did not rise, we kept working. I got a little hungry, but they sent out for food, and I said, well, we will probably rise at 8:30, 9 o'clock. Eight-thirty, 9 o'clock came and we were still working. There was no sign or symbol that Mr. PERKINS was going to let up and we kept going. Ten o'clock, 11 o'clock, finally midnight and people starting kind of wilting. One o'clock in the morning, 3 o'clock in the morning, I could not believe it, but at 5 o'clock in the morning we got a bill.

I thought that illustrated something very important: Mr. PERKINS would sometimes not necessarily outscintillate and outerudite his opponents, but he would outwork them; he would outlast them; he would outpersevere them. No one could outwork, outlast, or outpersevere CARL PERKINS.

So, in that particular instance, more than any in the world, I remember how his tenacity as a human being got a bill which continues to serve to this day young people across America.

So, as a member of the Kentucky delegation, as a Member of the House of Representatives, but perhaps more particularly as a kind of political protege of our departed friend, I want to take this opportunity to extend my condolences, which of course the gentleman and I extended in person in Hindman at the time of the funeral to the family to express to them the wonderful, fond memories I will carry to my grave of the chairman, of his wonderful attitude as a human being, of the tremendous things he did for the poor, the impoverished, the young people, the mothers and babies of America, and to hope that though I do not expect that to happen soon that perhaps some day this House will be graced with a person like Mr. PERKINS.

His progeny and successor will be a very fine and effective Member of the House but there will be few ever to match our departed friend.

I want to thank my friend for yielding and to again wish him well in his new responsibilities as dean of our delegation.

Mr. O'NEILL. Mr. Speaker, this morning I took part in a very moving and beautiful memorial service for our beloved friend and colleague, Chairman CARL PERKINS. I would like to share those remarks with my colleagues at this time:

Mrs. Perkins, Chris, my colleagues and friends. I am honored to take part in this ceremony honoring one of the truly great and special legislators of our time, Chairman CARL PERKINS of Kentucky.

When I was elected to Congress almost 32 years ago, CARL was beginning his third term—having won his first election to the HOUSE the same year Truman defeated Dewey. It seems like such a long time ago when you put it that way—and yet it seems like to time passed on by effortlessly.

In 1965, CARL PERKINS was chairman of the General Education Subcommittee and he was floor manager of the first major piece of legislation to provide aid to primary and secondary schools.

Two years later, he became Chairman of the full Committee on Education and Labor and he oversaw the drafting of the war on poverty bills and he guided them through the House.

The great strides made in the 1960's on behalf of the poor and the middle class—on behalf of the unemployed, the hungry, the handicapped—all were guided by the expert and loving hands of the Chairman. His accomplishments were as big as his great Kentucky heart—and he fought for the needs of coal miners in Appalachia suffering black lung disease; and for the school lunch program and child nutrition throughout the nation.

CARL PERKINS was a man of iron will. His stubbornness was unequalled!

CARL never gave up. He fought for what he believed in and he never gave up!

CARL was a deeply caring person. His heart went out to the poor, to the old, to the handicapped, and to the children—and where went his heart, there went his work—and his successes!

I miss CARL. We all miss him—the country, as well as the people of Kentucky. CARL and I shared many views and beliefs. Our political philosophies were fine-tuned in the 1930's and efforts on behalf of labor and the needy came naturally to us.

We shared something else, too—a belief in a simple truth: All politics is local.

CARL PERKINS believed "all politics is local" and he lived his public service career with this in mind. No matter what the issue, no matter what the time—CARL PERKINS remembered his friends back home.

Mr. ALEXANDER. Mr. Speaker, for those people in Kentucky who will read these remarks and for those who may be tuned in, I want to describe CARL PERKINS' work in this House

with three D's. He was absolutely devoted to the wonderful people that he represented in his district in eastern Kentucky. Oftentimes describing them in ways which denoted affection for those whom he knew so well.

He was absolutely dedicated to the principles that he learned as a boy that are deeply rooted in the mountains of Kentucky and he was thoroughly diligent in the pursuit of the goals that he established for their interest that they help establish in the election process.

At his funeral, which I attended, many bills were recited that bore his name: I would say that those bills did not pass this Congress. CARL PERKINS made them happen and that the laws which bear his name are truly a monument to the great service of a great man whom I am pleased and proud to remember as my dear friend.

Mr. GILMAN. Mr. Speaker, I would like to join my colleagues today in expressing a few thoughts in memory of CARL PERKINS, and thank our distinguished colleague from Kentucky [Mr. Natcher] and the other members of the Kentucky delegation for making this time available to us today. There is much to be said about the life and accomplishments of our departed colleague, not the least of which is the legacy CARL PERKINS left the American people.

Congressman PERKINS' long record of dedication to education began at the early age of 19, when, after 2 years of college, he began teaching. Later, having received his law degree from the Louisville School of Law, he practiced law, became the Knott County attorney, and served in the Kentucky General Assembly. Following service in World War II, CARL PERKINS ran for office, and was elected to the Congress in 1949. For more than three decades he faithfully served the people of eastern Kentucky, a testament to his popularity and service.

The many years of his service on the Education and Labor Committee culminated CARL PERKINS taking over the chairmanship of that panel in 1967. Under his leadership, Congress enacted legislation and expanded social and labor programs so important to the fabric of this Nation. CARL's legislative abilities were sometimes underestimated by some of his colleagues, yet the seemingly unsophisticated country lawyer was almost always able to achieve successful passage of measures he had crafted. I remember well the early years of the seventies, when

as a freshman Member, I looked to Chairman PERKINS for guidance on the many important issues of the day, including measures authorizing Federal aid to education, college-student assistance, child-nutrition requirements, aid to handicapped children, and the many complex laws pertaining to our labor force. Throughout consideration of these bills, Chairman PERKINS set high standards for promoting American educational advances and maintained a long record of leadership and advocacy for the working man and woman. These outstanding efforts and contributions continue to stand as important examples of congressional concern and action.

All of us in the Congress, and many throughout our land will miss CARL's leadership. The education and labor communities mourn his passing with us, as do the residents of CARL's congressional district in eastern Kentucky. I join in extending our sincerest condolences to his wife, Vera, and to his son, Chris, a Kentucky State legislator. CARL PERKINS left a legacy of achievement that will long endure in this Nation. We will miss him dearly.

Mr. SMITH. Mr. Speaker, you know upon the death of a Member, we almost always say, well, he cannot be replaced. Sometimes I do not think we really mean that, but in this case every single Member really means it when they say there is no way to fully replace this late departed colleague of ours.

I served on the committee with him beginning in January 1961. I remember at that time the National Defense Education Act was about the only education act or any of those acts of that nature that was on the books. And since that time almost every one of this long list of acts have had his mark on them.

I remember when they first started considering black lung a number of people said: "Well, that could never pass." Certainly that is not a national problem but he certainly made us aware that it is a national problem as soon as it passed.

He came to me, and probably the gentleman in the well, and he said: "Is not there some way we can fund this right away?" As I remembered, it was like July or August. "We cannot wait until there is money in the bank or money in the trust fund before we start funding it," and I went to the subcommittee that day.

It happened to be we were meeting that day to mark up the bill and with the help of the gentleman in the well we bor-

rowed some money from the Social Security Trust Fund for 1 year to fund that black lung bill until they could get some money from the trust fund.

He never stopped working on something that was his objective and that was just one example of how effective he was.

I saw him here three or four times on the floor the 2 or 3 days before he died, and we all knew that he was not feeling well, but we certainly did not assume that he would be taken as soon as he was.

I went to his funeral. I would not have missed that for anything. We saw there how he was loved by the people as he should have been and I considered him to be a personal friend and I consider it to be a great loss not only to this body but to the country as well and so I extend my condolences to his family.

Mr. GOODLING. Mr. Speaker, Mr. Vocational Education, Mr. School Lunch, Mr. Title I, and Mr. Equal Access, and I could go on and on, using titles such as these in describing our late beloved Chairman CARL PERKINS. CARL had a philosophy which became his guiding principle as chairman of the Education and Labor Committee. That philosophy embodied his belief that if children were going to live in dignity and contribute to the greatness of this Nation they must have the very best education possible no matter who they are or where they live. He also believed that good nutrition is very closely tied to good learning.

I had the privilege of visiting with CARL in the northwestern part of his district on several occasions but had never visited his home area until I attended the funeral. From these visits I can only say that if we all represented our constituents as well as CARL did we certainly should receive "A" on our report card. CARL could fight as hard or harder than anyone for what he believed in, but the beauty of CARL as a leader was that he did not seek confrontation and in fact with Jack Jennings as his emissary, sought to work things out in a bipartisan fashion because he believed that children were too important to get caught up in some political battle on Capitol Hill. CARL and I had another common interest in that he loved having thoroughbred brood mares and raising and selling yearlings and I have always dreamed about doing both. We talked at great

length about this common interest even at times when people were earnestly testifying before us.

I thank you, CARL for the opportunity to sit by your side during the last 10 years so that I could learn from the master. For millions of Americans who were once children I say thank you for fighting so long and so hard to ensure equal educational opportunities and good nutrition for all. We'll miss your leadership as well as those brisk walks we took from the floor back to the office; when you would say: "Let's walk rather than ride," as your firm grip lifted us a foot off the ground and propelled us onto the walkway rather than onto the subway. You fought a good fight and won a place in the hearts of all who believe that equal education opportunities and good nutrition are a must for all no matter who they are or where they live. Thanks CARL for a job well done. Thanks Verna and Chris for sharing a wonderful man with us.

Mr. BENNETT. Mr. Speaker, I had the great pleasure of coming to Congress at the same time as CARL PERKINS came. We were in the same class and our families were close together. Our first children were born about the same time and we really were close friends.

In life, not many people are blessed like we in Congress are with the tremendous opportunity to be of benefit to mankind and to the people we represent. It is a rather rare and exciting and wonderful privilege we have, and nobody that I have served with in Congress in the 36 years I have been here more adequately and fully used that for other people than CARL PERKINS.

He thought of his constituents constantly. He thought of America, for which he had a deep and abiding love because of what he had done abroad fighting for our country and the upbringing he had and the way he presented himself here on the floor of the House was truly warm and personal every time. I remember times when I would introduce a bill and he would say: "Well, Charlie, let us work on that a little bit more and come up with something we can really pass," and finally it would come through because of his great knowledge and experience in passing legislation.

Finally, I would just like to say that the memories we have of great people like CARL PERKINS are among the most treasured memories we have in life. To serve with a man like him, with

his great spirit, his great dedication to mankind, and to his God, and to his fellow man has certainly been a tremendous inspiration to me.

When I went back, as so many of you all did, too, to his funeral in those beautiful hills, we could not get there all the way by airplane, we went on a bus, I could not help thinking that if any man ever really represented the area from which he came, this man did. I can see why his character had that special quality of a frosty early morning, pure, and the sunlight coming down, a real inspiration to be with him every time I was with him. I am blessed that I had the opportunity to serve with him.

Mr. TAUKE. Mr. Speaker, it was an honor to serve on the Education and Labor Committee under Chairman CARL PERKINS. He was a man of honor and a man who pursued his commitments with a quietly fierce tenacity.

CARL PERKINS was committed to the American dream of education. It is a unique dream, even an amazing dream. It seems so impractical and so difficult to realize that we are at times tempted to surrender it for the easier systems of other nations. The American dream of education is that each person, regardless of color, of social status and parental income, regardless of "IQ" or disability, each person will be educated to reach the fullest possible personal potential. We do not winnow our students early on, deeming this one suited for further academic pursuits and that one suited for training in a trade. We seek, instead, to offer a variety of opportunities and directions to try. We try to help our youth shape their dreams of who they are not according to who their parents are, or what their family income is, or even according to what the supposed limits of disability they may have are. We try to offer each student a chance to discover potentials within himself or herself and to build upon that discovery.

It would be a lot easier on all of us—on teachers and school boards, on us in government struggling to find money to pay for the special programs to meet the special needs, and even, I suspect, on our youth—if we opted for an easier path of winnowing our youth at an early age, of offering the possibility of post-10th grade or postsecondary education only to those who showed promise, as measured by success on a test or two.

Carl Perkins rejected that easier path and sought the harder one of the American dream of universal education, a dream that he insisted must prevail in rural Kentucky classrooms and in inner-city classrooms.

When he believed in a program, when he had determined that this approach as opposed to that was the one to follow in pursuit of the American dream of education, Carl Perkins would not be turned aside. Not by the furor in the committee, not by delay, not by opposition on the House floor. He had a quiet tenacity of purpose for which he has my deepest respect.

That tenacity was clear, too, in his representation of his district. His people came first. He knew them, he respected them, he wanted to do all that he could to ensure their quality of life.

Education in our Nation has lost a great friend in Carl Perkins, and his constituents have lost an outstanding representative and spokesman for their needs. His example will be before us as we continue his work in education, recommitting ourselves to the American dream of universal education, and his example will be before us as we seek to represent our constituents with his dedication and tenacity of purpose.

I would like to take this opportunity to provide for the record a copy of an outstanding tribute to Congressman Perkins written by Congressman Mike Blouin, who represented Iowa's Second District before me. Mike's fine tribute was published in the Cedar Rapids Gazette.

Tribute to Perkins

(By Michael T. Blouin)

A good friend of mine died the other day—Carl Perkins. That name might not mean anything to most people, but it should, because in the 71 years he walked this earth, he accomplished a great deal that affected the lives of all of us.

He was the "gentleman from Kentucky"—the "third senator" of that state—a member of Congress for 39 years, and in this day when public officials are held in such low esteem, Carl Perkins stood out as an example of everything right with government.

When I first met him nearly 10 years ago, he was chairman of the House Education and Labor Committee and I was a freshman member bent on voting out as many sitting chairmen in the House as I could justify. I researched the backgrounds of the chairmen, looking for reasons to vote against them. In Perkins, I thought I'd find a strong-armed domineering dictator who was completely entrenched in the system and insensitive to others. Instead, I

found a warm, personable, caring human being who ran his committee in as open a fashion as anyone in Congress. . . .

He surrounded himself with topnotch staff, most of whom joined him for an early morning prayer meeting in his office each day. His belief in God wasn't something he'd talk about; he just lived it.

Too often, when seniority begins to pile up, congressmen become too "national" in scope and forget about their constituencies. Not so with Carl Perkins. He grew up in Kentucky's hills and never forgot his people—and they never forgot him. . . . In trying to respond to what he saw as their needs, he left a legacy of legislative accomplishments few in Congress have ever measured up to—and for which the people of America should be extremely grateful. . . .

Without CARL PERKINS, millions of young Americans would never have had the opportunities provided them these past few decades. For he understood, better than most, the connection between an empty stomach and the brain's ability to learn—between a reason for hope and a desire to grow.

CARL PERKINS helped to make this world a better place. He was a shining star—a true beacon of hope for the bottom end of our society, for the downtrodden, the forgotten, the ignored, the abused. He was a true friend to millions. He was a friend of mine, and I shall miss him.

Mr. BEVILL. Mr. Speaker, the Nation lost one of its most outstanding leaders, the House lost one of its able Members, and I personally lost one of my dearest friends with the untimely passing of the Honorable CARL PERKINS of Kentucky.

His service in Congress, spanning 35 years and the terms of eight Presidents, enabled CARL to gain a deep insight into our country's most pressing needs and he worked to fill those needs through prudent and beneficial legislative programs which will service our Nation well for decades to come.

Perhaps CARL's greatest contribution to America was the aggressive and effective legislation he championed in his position as chairman of the Education and Labor Committee in the House. Through CARL's chairing of that important committee since 1967 and due largely to his tireless efforts, Congress developed educational programs which reaffirms America's promise to its children the right to a meaningful and productive education belongs to all our people and CARL saw to it that our country was able to deliver on its guarantee of that education for all its citizens.

I remember just this past year, CARL and his committee worked to reauthorize our programs in the Vocational Education Act of 1963. As educators from around the Nation testified before CARL's committee, they told of story after story

showing the success of these programs and the life changing effects they have had for millions of our citizens.

Equally important, the black lung benefits CARL fought hard to secure for this Nation's coal miners are today providing needed compensation to those whose health was damaged working in our mines. Each day I see the success of this program in my own Fourth District of Alabama.

CARL's concern for his fellow citizen was more than mere lipservice, he dedicated himself to helping all our citizens be able to participate in the greatness of America.

Each year, CARL would bring a number of his constituents to testify before my Subcommittee on Energy and Water Development. CARL's Seventh District of Kentucky was a victim of flooding and his constituents needed assistance in controlling the waters which ravaged their communities. CARL's efforts on behalf of the Yatesville Dam and Reservoir and the Levisa and Tug Forks of the Big Sandy and Cumberland Rivers will mean that flood control can be brought to that area of the country.

While CARL's loss will deeply diminish our House, he has left us and his district with a final gift—the son he was proud of, Chris Perkins. I know that Chris will continue to work to represent the Seventh District of Kentucky with the same dignity, love, and success that his father brought to that office.

At the funeral services for CARL in the small Kentucky town of Hindman, more than 5,000 of us gathered in the high school gymnasium to pay our respects to this truly great American. CARL's friend of more than 30 years and one of the most dignified and respected Members of Congress, the Honorable William Natcher of the Second District of Kentucky, paid tribute to this friend.

Mr. Speaker, I would like to insert Bill Natcher's eulogy of CARL PERKINS in the Record. It is a fitting tribute for a man who loved his country and its people. We will all miss him dearly, but our land will grow strong because of the many contributions he made to his fellow Americans.

EULOGY DELIVERED BY HON. WILLIAM H. NATCHER AT FUNERAL OF CARL PERKINS

One of the nicest things that has happened to me during my lifetime, is the opportunity that I have had to serve in the Congress with my friend, CARL PERKINS.

During my tenure in the Congress, I have served with about 1,500 Members. None more dedicated than CARL PERKINS and none more courageous.

He was born in Hindman, Knott County on October 15, 1912. He attended the Knott County Grade Schools, Hindman High School, Alice Lloyd College, Lee's Junior College and was graduated from Jefferson School of Law, which is now the University of Louisville Law School, Louisville, KY, in 1935. He was admitted to the bar in 1935 and began the practice of law in Hindman, KY. In 1939, he served an unexpired term as commonwealth attorney from the 31st Judicial District. He was a member of the Kentucky General Assembly from the 99th District in 1940 and in the year 1941, was elected Knott County attorney. He was reelected county attorney in 1945 and resigned on January 1, 1948 to become counsel for the Department of Highways in Frankfort, KY. He was elected to the 81st Congress in 1948 and was sworn in as a Member on January 3, 1949.

He loved his family. I can recall the many occasions when a big smile would result from a question as to how Chris and his wife were doing. He was proud of his son and his daughter-in-law.

During the 20th century, Kentucky has not sent a member to the House of Representatives that has established a better record than CARL PERKINS.

He was elected chairman of the Committee on Education and Labor in 1967 and served in this capacity for 17½ years. His seniority was number four, in the House of Representatives. Among his legislative achievements, he always counted the Vocational Education Act of 1963, the Landmark Elementary and Secondary Education Act of 1965 and the Provisions for Black Lung Benefits in the Coal Mine Health and Safety Act of 1969. These are only a few of the major bills that he sponsored and succeeded in passing in the House of Representatives.

He served with eight Presidents and five Speakers of the House. During the 35 years that he served in the House of Representatives, he had the opportunity to be elected to the Senate on more than one occasion and during this time, he could have been elected to the office of Governor. He believed that he was in the right place to serve his people, his State and his country and he had no desire to change positions.

He was a giant at the center of national power but at all times, he remained a modest man. He was a good man who served his country well. He remained always a man's man and he kept the common touch. A man who could be compared to the giant sturdy oak that grows on the rolling hillsides of Kentucky.

He was a fighter for social justice. He was a legislator for the common people he knew so well.

His concept of public trust was without parallel and never did he hesitate to speak out against any proposal which he felt was not sound and not to the best interest of our people.

In every position he held, either private or public, he achieved distinction. His character, his achievements and his faithful service, will be an inspiration to generations yet to come.

CARL PERKINS was good for the State of Kentucky and for the United States.

During World War II, he enlisted in the Army and saw service in a great many of the major battles in the European Theatre.

During the time that he served on the Committee on Education and Labor, he passed many of the social legislation bills of our history and these landmarks will serve as a living monument to him for years to come.

When first elected to this committee, he served with two men on the committee who later were elected to the Office of President. These two men were John F. Kennedy and Richard Nixon. Both later served in the Senate prior to their election as President. While on the Committee, John Kennedy had a great many speaking engagements, so he had to be away at times when the committee was in session. He believed in CARL PERKINS and he always left his proxy to vote with his friend. He trusted CARL PERKINS.

The committee staff and his office staff loved the chairman and they worked long hours to make their committee and their office the best on the Hill.

No Member has served in the House during the past 35 years that knew more about the Education acts passed in the 1960's, than CARL PERKINS. The same applies to all of the major agriculture bills, higher education, school lunch, child nutrition, head start, adult education, VISTA, student grants and loans, job training and many others.

CARL PERKINS believed that our children are our greatest asset. I remember back during the 1981 reconciliation days when each legislative chairman was called upon to go back and reduce authorizations in order to bring down Federal spending and the deficits. CARL PERKINS had all kinds of difficulty in bringing into line authorizations pertaining to the children in this country, the poor and the helpless and the acts pertaining to the working people in our country.

I deem it a great privilege and a high honor to have been a friend of CARL PERKINS. I have lost a true friend and this country has lost a great Statesman.

To his lovely wife and family, we extend our deepest sympathy in their bereavement.

Mr. GUNDERSON. Mr. Speaker, as I have been listening, I am quite confident that I am the youngest colleague who has had an opportunity to speak thus far. I must tell you that when we all heard the tragic news and since then have had the chance to reflect upon the life and the meaning of CARL PERKINS to all of us and in particular to me, I could not help but reflect that we were looking at a person who was a country lawyer, but also a national leader, a person who was in the truest sense a liberal, but yet one of the strongest advocates of equal access, a person who was as comfortable in the hills of Kentucky as he was in the hierarchy of our National Government, a person who was a strong partisan Democrat, but one of the more bipartisan committee chairmen of the people we had in the Congress when it came to working for the goals which he believed in.

I had the opportunity over the last two sessions to work on the Education and Labor Committee with Chairman PERKINS,

particularly on four different issues. The most important issue I guess in my opinion would have been vocational education. We had a common interest, a common interest because we both came from rural parts of this country. We never wanted to forget the impact of our national programs and our national formulas and our national rules and regulations on those small schools and their ability to also provide an opportunity for education for their people.

Likewise, we saw that same commitment to title I of the School Nutrition and Equal Access, where CARL PERKINS would do anything he found necessary to bring reasonable people together and put together some kind of a bipartisan bill. CARL, as partisan as he was in believing the values of the Democratic party, wanted education to always be a bipartisan effort.

I suppose that I will never forget CARL because as a freshman colleague in our last session of Congress I will never forget the day when there were no Democrats in the committee room and the chairman had to go and make a speech here I believe on the floor, so he turned the gavel over to me and as a young freshman member of the minority party, all of a sudden I was chairing an Education and Labor Subcommittee dealing with home economics and consumer education and preparation.

That is the kind of guy he was. He had his job to do and he wanted to get what was done for education and he certainly was not going to in any way put partisanship in front of the goals that he was after.

The last time that I talked to CARL PERKINS happened to be as CARL was sitting back here near the back of the aisle on the Republican side. I thought when I heard the tragic news of his death that for me it was appropriate, the last time I talked to CARL PERKINS was on the Republican side of the aisle because here was a man who was willing to work with people on both sides.

About a month ago the Milwaukee Journal carried a story on the progress on each Member of the Wisconsin delegation, a performance report card, so to speak, on what each and every one of us had done. The reporter that did the article on me went to CARL PERKINS and asked him what he thought of Steve Gunderson. CARL said some very, very nice things.

I came up to CARL that week after, the last week of CARL's life, and I said, "Mr. Chairman, you didn't have to say those kind things about me, but I want you to know I appreciate it."

He said, as he always did in that southern Kentucky accent, and he never pronounced the "D" in my name, he said, "Mr. Gunderson, I want you to remember that whether you are a Republican or a Democrat, if you are for education, I'm for you."

I think that is really what CARL PERKINS' legacy on the floor of the House of Representatives was all about.

You know, I must tell you again that CARL serves not only in life, but also in death, because so many of you have talked about that day as we traveled to Hindman, KY, and I as a young legislator was taught that day something very important and that was, never forget, no matter how appealing those foreign trips may be, those national positions might be, never forget where you come from, because if you never forget where you come from and the people you are elected to serve, as CARL never did, you will then have that opportunity to truly be a national leader. That is what CARL PERKINS did. That is what I will remember. Most important, that is what this country will benefit from.

Mr. KAZEN. Mr. Speaker, although few had the privilege and honor of knowing him as well as we in the House of Representatives and his constituents in Kentucky, the people of my district in south Texas—and all Americans—lost a friend, an ally and a leader in the untimely passing of the Honorable CARL PERKINS of Kentucky.

No job was too large or too small for this plain-spoken, strong and honest gentleman from Kentucky. He believed that Government was meant to serve the people, and he was a master in seeing that it did.

The Nation knew him as the tenacious chairman of the House Education and Labor Committee, a position from which he endeared himself to all persons who believe that the strength of our Nation is built upon the foundation of a good education for all of its citizens.

Time and again, as he managed the myriad of problems that go into this great endeavor, he took the time to meet with local educators and school officials from across the country on scores of local problems. He listened and he felt compassion,

he saw his duty and he helped. Although I was not privileged to serve under his leadership on the Education Committee, I went to him many times on problems in my area, particularly on the subjects of impact aid and bilingual education. He never turned me away without an answer, whether it was a hearing, support for an amendment, or simply telling me the right button to push.

I must add that he was more than an effective legislator and a leader in this House. He was a good, decent man who was a friend to us all. He loved his native Kentucky, but he also felt a responsibility to the entire Nation.

I will miss him, and the Nation is poorer because of his passing, but I believe he has left a legacy for future generations that will serve them well. It is our great fortune to have known him.

I know all of my colleagues join me in offering heartfelt condolences to his wife, Verna, and his son, Carl.

Mr. HUBBARD. Mr. Speaker, today I join with my colleagues in paying tribute to our late colleague, CARL DEWEY PERKINS, who represented the Seventh Congressional District of Kentucky in the House of Representatives from his election in 1948 to his death on August 3, 1984.

To those of us who knew and respected CARL PERKINS, he epitomized the dual role of the Congressman: his devotion to his constituents and his service to the Nation.

There was hardly a citizen of eastern Kentucky who did not know CARL PERKINS personally, and CARL never forgot his roots in the Appalachian Mountains. As Pamela Glass of the Ottaway News wrote in her eloquent article:

> In towns like Hazard, Mousie, Neon, Quicksand, and Lost Creek, PERKINS had been in their homes. He had eaten their apple pie, gone squirrel hunting with them, often stayed overnight in their spare rooms. He knew their daddies, their granddaddies, their aunts, uncles, cousins, sons, and daughters.

Yet, on the other hand, his colleagues in the House of Representatives knew CARL as one of our most savvy leaders in his capacity as chairman of the Committee on Education and Labor and on the House floor. CARL's ironclad knowledge of the legislative process and his compassion for the people provided him with the zeal and energy to spearhead the enactment of virtually every piece of social legislation passed by the Congress during his generation. Let me cite just a few of the

landmark laws that bore the stamp of CARL PERKINS: the Elementary and Secondary Education Act of 1965, the Coal Mine Health and Safety Act of 1969, and the Occupational Safety and Health Act of 1970.

CARL PERKINS won his first congressional term in 1948, the year Harry S. Truman became President. CARL faced few serious challenges after that, and drew no opposition in this year's Democratic primary. He was reelected for his 18th term in 1982, winning with nearly 80 percent of the vote. During his years of office, he worked with 8 Presidents, cast more than 20,000 rollcall votes and promoted the political philosophies of Franklin D. Roosevelt and Lyndon B. Johnson in the House of Representatives.

One of CARL's last legislative battles was his fight for enactment of legislation favoring prayer in the public schools. His efforts for prayer in school and to allow religious meetings after school hours caused him a lot of hard work and effort during the last 2 weeks. Indeed, I sincerely believe that the last 2 weeks of CARL's life were his finest hours in Congress.

Many of us realize his favorite Congressman was William H. Natcher of Kentucky.

To many of his constituents in eastern Kentucky who had voted for CARL PERKINS throughout their entire adult lives, and whose social and economic condition was elevated and dignified by CARL's tireless efforts, CARL's memory will remain for generations to come. And to his colleagues in the House of Representatives, CARL PERKINS' memory will remain enshrined in the legislation he fought for and serve as a beacon to guide us in our future deliberations.

My wife Carol and I both were represented by CARL PERKINS in our earlier years. My wife Carol grew up in Whitesburg, KY. I grew up at Ashland, KY.

My wife and I were very fond of CARL PERKINS. When we married, CARL PERKINS and his son, State Representative Chris Perkins, were in attendance.

We extend our sympathy to his lovely wife Verna, his son Chris and daughter-in-law Cathy.

Mr. PETRI. Mr. Speaker, CARL PERKINS was a special kind of man. When he believed in something he was tough as nails. But always he was able and willing to listen to both sides of

the question, able and willing to compromise and find the best solution possible.

CARL was always a gentleman. He had civility in superabundance and he displayed a deep wisdom and common sense of the Kentucky hill country from whence he came. The memory he leaves behind is a good and decent one, for CARL PERKINS was a good and decent man.

CARL cared deeply, as others have said, about the people he represented. I once had the opportunity to participate in committee field hearings in his district in Kentucky where we met some of the people served by the Great Society programs that Chairman PERKINS was so instrumental in passing. Often field hearings move at a rather leisurely pace but not those conducted by CARL PERKINS. We were up at dawn and moved around the district so fast that he literally wore all of us out. And at every stop it was apparent how much CARL PERKINS cared about his constituents and their problems, and how much they appreciated his work in their behalf.

CARL PERKINS' concern was not limited to eastern Kentucky. He sought to help all Americans, especially those most vulnerable to neglect or exploitation in our society.

I was proud to have had the opportunity to welcome and have as my guest Chairman PERKINS for hearings in my district in the Sixth District of Wisconsin, and traveled across that district in typical winter Wisconsin weather. In Kentucky it was beautiful and balmy and warm, and in Wisconsin in February the snow was about 6 or 7 feet deep and we had to go practically by caravan from Fond du Lac to Cleveland, WI., to make the different hearings that we had agreed to have.

Chairman PERKINS stayed at my house as a houseguest and had the opportunity to spend an evening with my family. I very much appreciated the opportunity to work under him as chairman of the Education and Labor Committee from the first day of my service here in the U.S. House of Representatives.

There are those in this House who had political differences with Chairman PERKINS. But CARL was a man with many friends and with no enemies. Perhaps in the end that is enough to remember a man by, the way he treated his fellow human beings.

I am glad I had the opportunity to know CARL PERKINS, and I am proud that we were friends.

Mr. OBEY. Mr. Speaker, I think the first time I ever heard the name CARL PERKINS was right after I came here and I had a conversation with Larry O'Brien who was, as people will remember, or used to be, among other things, the Democratic National Chairman. He was also head of congressional relations for Jack Kennedy when he was President.

When I was elected Larry said to me, he said, "You know one fellow you ought to get to know is a fellow by the name of CARL PERKINS because" he said, "he has a district a lot like yours." And he said, "If you really want to know how to get things done and get things out of the system," he said, "just watch CARL for a while."

He said, "Now I can remember the first time that I was lobbying on the Hill for Jack Kennedy after I was appointed. I would go and I would see a Member about something that I was trying to persuade them on and they would have something that they wanted to talk to me about." After they were finished they would say "Oh, by the way, CARL PERKINS knew you were coming by and he asked me if I would mention that he has such and such a problem in his district and I would really appreciate it if you can help CARL."

He said, "My God, by the time I got off Capitol Hill that day I had 17 different requests from CARL PERKINS."

I think that pretty well sums up the way CARL operated. He never hesitated to push as hard as he could for things he believed in and people he cared about.

This place is a very human institution and I think CARL exemplified that to a fantastic degree.

I think everybody who knew about it appreciated and respected the friendship that CARL had with the gentleman in the well [Mr. Natcher].

I know that was a deep and abiding friendship with tremendous respect on both sides. When you see those kinds of friendships it strengthens your feeling about this place because as we all know our service here is temporary and friendships which we gain here are friendships which are often lost as people leave the institution or as conditions change within the House. It is always inspiring to see a friendship that stays and a friendship that is strengthened throughout time.

I also remember a night in the Longworth cafeteria when we were at the Texas party, I believe it was, and we were playing

a little bluegrass music and CARL wanted us to play "Amazing Grace," which we did. We kind of butchered the tune but we got through it. He liked that and he mentioned it several times.

A lot has been said about morality lately in the country. And I think one of the unique things about CARL PERKINS is that not only did he believe in practicing his religion in his daily life and not only did he believe in trying to further the ability of people to engage in religion in their lives, but he also brought his religious beliefs to bear on issues such as education, child nutrition, and other programs.

So, in the fullest sense I think he represented his deep and abiding faith.

I know I will miss him. He is one of those rare people here who comes, who does his job, who never brags much about it; you could truthfully say of him that he never forgot who he was, where he came from, and who sent him.

I think that is probably the finest compliment you can pay any person in this institution.

Mr. MCHUGH. Mr. Speaker, it was my privilege to have CARL PERKINS not only as a colleague but as a neighbor across the hall in the Rayburn Building. His passing has thus been a particularly painful loss for me and my entire staff. It has become customary for our staffs to share holiday and birthday parties, and we had grown used to the happy visiting back and forth across the hall. This year's highlight, of course, had been the legendary Derby Day party in CARL's office. Amid the sometimes austere formalities of Washington life, it has become a special blessing to share in the kind of gentle neighborliness that CARL PERKINS expressed as naturally as breathing.

To me, that was what was so extraordinary about CARL—how clearly and simply he followed the precept of the master, that, "He who loves his neighbor will fulfill the whole law." It seemed so easy for CARL to make everyone his neighbor. He genuinely loved people, with such immensity and warmth that he was compelled to express that love, not just in ordinary speech, and gesture but in a lifetime of action. Not only his family knew that love, but innumerable people in his beloved home State of Kentucky; and in the wider world many millions of Americans will continue to experience the effects of his

caring for them, particularly those who have been limited by life's circumstances and who needed a champion on their side.

He not only loved people but he loved their possibilities—and so he loved principles as well, especially the principle that in this abundant land it was wrong for a person to have to remain choked by poverty and lack of opportunity. Though he was gentle and caring by nature, his unwavering dedication to that principle made him tough and extraordinarily effective in the political arena. That arena was, for so many years of his life, this legislative body. He loved this institution of the people's House, and his exemplary energy as a legislator will continue to honor this body and to inspire those who were privileged to serve with him.

The American educator Horace Mann once said, "Be ashamed to die until you have won some victory for humanity." By any definition, CARL PERKINS was not only a winner but a great champion, but the definition I like best, for its simple eloquence, is that of his dear friend and Kentucky colleague, Bill Natcher: "CARL PERKINS was a good and kindly man whose delight in life was working for his district, his State, and his country."

I know I will continue to feel his presence any time we gather to celebrate life and its goodness, its possibilities. And I can almost feel CARL whispering to me, especially on Derby Day!

Mr. GIBBONS. Mr. Speaker, Mr. Natcher, I was privileged to come to serve in this body in January 1963 and was assigned to the Committee on Education and Labor by the House.

It was there that I first met CARL PERKINS. I remember our first meeting; the offer for cooperation, the friendship which seemed sincere and friendly.

As I watched him work I realized I had found a great and true friend and a wonderful man.

Mr. PERKINS ultimately became the chairman of the House Committee on Education and Labor.

When he took it over it was a very difficult task for him because the committee was in disarray and its staff had become dispirited.

But CARL PERKINS was a good leader. He organized the committee members, both Democrats and Republicans; he organized the staff and got it going again.

In his kindly but firm and determined manner he became a great leader in the education works of this Nation and of the world.

He believed in protecting the people who needed help. He believed in fighting for the people who shared the miseries that so many people of lesser financial means have.

He fought for the people in eastern Kentucky and as he fought for them he fought for all the poor people and disadvantaged people of the Nation.

He realized that education was the great hope of mankind and I believe he was inspired in this work not only by his love for education but by his great love and respect for his wife who was also a teacher.

He inspired me to try to do better in all of the things that I have been privileged to participate in here in the House. He was a skillful parliamentarian, he was a skillful bargainer, always keeping in mind that it was not so much in the winning but in the quality of the fight that you put up and what you stood for.

He stood for raising up America, for lifting its goals, for helping its downtrodden and its handicapped.

When word was released about his death, even though I live a thousand miles away from his district, I received a great many phone calls from concerned constituents of mine who had known or had been touched by CARL PERKINS, who had received something of an inspirational gift from him because of his concern.

The Nation is poorer for his passing, but all of us are richer for having associated with him.

Mr. SNYDER. Mr. Speaker, with the passing of CARL PERKINS, the Nation lost a great man, the House of Representatives lost an outstanding Member and I lost a very dear friend.

CARL was never much of a socializer. He didn't spend much time on the reception circuit. He didn't dine out a lot. But whenever the House was in late for an evening session, he would stop by the office and we would talk.

It didn't matter to him that my political affiliation was different than his. Not a bit.

It didn't matter to him that my political philosophy was different than his. Labels didn't mean much to CARL. We became close friends.

Sometimes we would just sit and watch the proceedings on the floor. Or we would try to find some country music show on the cable. Sometimes we would call up Bob Jones, the former chairman of Public Works, whom CARL and I both like a lot and we would chat with him in Scottsboro, AL. But most of the time we would just talk.

In those evening chats, I learned a lot. I learned a lot about how Congress works—because few people knew it any better than CARL PERKINS. In his 36 years of service, under eight presidents there wasn't much CARL hadn't seen—and there wasn't anything that he had forgotten.

In those chats I also learned quite a bit about the history of the Seventh District of Kentucky. CARL had a fabulous memory and he never missed a detail.

And I got quite a geography lesson too. He knew every nook and cranny of the Seventh District—and there are a lot of nooks and crannies in the Seventh District. But he knew them because he had been out in his old "Galaxie" as he called it and driven every inch of that district countless times. He knew the people. He knew their names. And he knew their sons and their daughters. And he loved to talk about them.

You didn't have to sit through many of these office chats to learn one thing about CARL PERKINS and that was that his love of his native State and his love of her people dominated most of his thought.

That's probably why he didn't care much about labels. His was not a philosophy hammered out of the stone of political dogma—his was a philosophy of the heart.

He knew his district. He knew his people and he cared.

It was that love—that compassion for "his" people—the people of Knott County—the people of Kentucky—and just people in general—that motivated CARL. That and a great faith in the ability of the Federal Government to solve the problems of those people, if it sets its mind to do it.

And that is exactly what he set his mind to do—36 years ago and the legislative record he achieved in those 36 years is one that will be hard to ever match again.

Education, agriculture programs, health and safety programs. He had a hand in weaving just about every piece of legislation that we now call the safety net, all of it was motivated by that deeply felt concern for "his people."

Because of that compassion and his singleminded persistence. Because of his patience and hard work, millions of Americans have been educated. Millions have been trained for jobs. Millions have received health care that they might not have received otherwise. In fact, his compassion has touched the life of virtually every American in some way and made those lives a little brighter.

Of course, compassion alone cannot explain his accomplishments. He also had great ability. Because of his rambling country boy walk and drawling down home talk, many people would doubt it and underestimate him—once. Never twice. Once you had seen him in action, you knew that CARL PERKINS knew the ropes, knew the rules and knew how to use them both.

CARL never believed in pretense. He didn't get into Gucci loafers or fancy suits just because he had been in the big city of Washington for so many years. Those things didn't matter to him. In 36 years, a good many fads and trends came and went but they didn't affect him too much.

He didn't care whether he was in fashion or not. A rumpled suit and white socks were good enough for him. He said, his wife Verna, finally put her foot down and convinced him the white socks were out but he would often mention to me that it still seemed downright wasteful to have a whole drawer of white socks and not be able to wear them.

But these things were simply not important to him. All he cared about was getting the job done.

He had the same disdain for changing political trends. Like fashion—a good many political trends and fads came and went in his 36 years. But they didn't have any more affect on CARL than clothing styles. Like the rugged hills that he came from, changing times had little affect on CARL PERKINS.

He didn't care what the political "in thing to do" was each passing moment. He held a straight course, apologizing to no one for it, and did what his heart told him was right every step of the way.

He was like the man described by John Whittier when he wrote:

> Formed on the good old plan a true and brave and downright honest man loathing pretense, he did with cheerful will what others talk of while their hands were still.

On Wednesday evening, August 1, two days before his death, the House of Representatives was in late. CARL PERKINS stopped by the office. He had been there the night before. He wasn't feeling well then. He had what he thought was "an awful cold." He could still muster a gleam in his eye and a big CARL PERKINS grin when you mentioned the equal access bill. He was still enjoying his victory on that battle.

But it was obvious that he felt terrible.

I suggested that he ought to get home and get some rest. He wouldn't have any of it. He said, "Gene, there's just so much to do."

Yes, we still have much to do but, I hope and pray that we never forget how much we have accomplished because CARL PERKINS was here.

Mr. WATKINS. Mr. Speaker, my roots go deep in the hill country of the poverty area of southwest Arkansas, southeast Oklahoma. Mr. PERKINS was my kind of Congressman. Mr. PERKINS was a country Congressman who loved to represent his people. He was a Congressman of the soil of that hill country of Kentucky and his roots remain very, very deep there. I do not think any of his constituents ever doubted that.

I visited with him on the floor many times. First I always enjoyed to visit and swapping stories about the hill country and also the problems and concerns and needs of constituents, like constituents, that maybe did not have as much as a lot of other people.

Also, Mr. Speaker, I learned at his knee. I listened and occasionally he would slap my knee and occasionally I would slap his. I learned a great deal.

The last time I visited with CARL PERKINS was the Thursday afternoon before his death. In fact, I kindly remarked, Gene, that I thought he kind of looked a little bad and he kind of looked at me with a strong look out of his eye that I thought first might have meant, "You young whippersnapper, why don't you just kind of mind your own business."

But, he said, "Well, you know I kind of got the croup or a cold, one."

I asked him he should go get him a syrup cloth for his chest, because we always talked about those old time remedies.

And the next morning, when I flew to Oklahoma, when I got off the plane in Oklahoma City, I was going to have to drive the hour and a half more on down to my district in rural Oklahoma, my staff member asked me if I had heard the news about CARL PERKINS, and he told me about the death of our friend and a man who has accomplished a great deal for this country.

There are two things that I would like to share that I learned: CARL PERKINS, I do not know whether he ever twisted anyone's arm, but he had a powerful grip, and he would just lead you down to the well or out to wherever he wanted to do a little counseling with you. He was a fighter for his folks, and you could look in his eye and you knew he was genuinely speaking from the heart about his concern and about the needs of his people. I shared a mutual problem of having a water project on the hit list, and he and I teamed up to try to make sure that Yatesville, as he said, "Watkins, I have got a hole down there that needs to be filled up," and he would grab my arm and he would shake my arm and, let me assure you, I cast every vote that I could to help CARL PERKINS fill that hole up down at Yatesville on that particular water project.

Also, his personal love for the unfortunate. And when you really analyze and think about what our responsibilities and duties are that I think our Creator put us on Earth here to do, whether it is in this Congress or whether it is a minister, a teacher, a housewife, if I interpret the Scriptures correctly, it is try to help those who are less fortunate.

The second thing I remember of CARL PERKINS long ago is that he was recognized as the—and I underline "the"—leader in America for vocational education.

Mr. Speaker, I am a product of vocational education. I would not be standing here today if it had not been for vocational education. I would not be standing here today if it had not been for vocational agriculture and a Future Farmers of America organization. And I know that there have been many hundreds of thousands of young men, and now women, who

wear the blue and gold FFA jacket who have had their lives molded and shaped because the FFA and vocational education was a tool that helped mold them as a product in their lives. They may not know it today, but as they sit in their giant corporations, or whether it is in the various leadership capacities around the world, they had their start because of a man, CARL PERKINS, who cared.

In the Good Book, in the Scripture, John, 15th chapter, 13th verse, it says the greatest gift of love that anyone can have is when they lay down their life for their friends and for others. I think CARL DEWEY PERKINS exemplified that Scripture, John 15:13. And I want to thank his family for sharing CARL PERKINS with all of us. I want them to know and his constituents to know that America is a lot better place for many young persons who grew up in the hill country and in poverty because he passed this way.

Mr. MILLER of California. Mr. Speaker, CARL PERKINS spent as much time in Congress as many years as I am old. And while I am sure the good Lord takes you when He is ready for you, He does not always take you when your friends are ready to have you leave.

One of the things I enjoyed about serving on the Education and Labor Committee with CARL PERKINS was that he was a teacher and you were able to sit and to watch and to listen and learn more than you could ever learn by any other means. And to watch CARL PERKINS in action is something that nobody else who comes to this body will ever be able to observe because he is gone. And we will be poorer for it.

The career of CARL PERKINS, as mentioned by previous speakers, is written across this land. It is written across this land in that the American public is so much better for his having been here. To me, CARL PERKINS embodied the best of what we like to believe a government should be, because he clearly understood that while the people of Kentucky were independent, while the people of Kentucky were tough and fearsome, he understood that there were things that had to be done that they could not do for themselves because they did not have the resources to do those things. He understood that a government could build bridges, a government could contain streams, a government could clean up the mines, a government could pay for the wrecked health of those individuals

who mined the coal to turn the wheels of industry of this country and that those were debts that this Government had to its citizens and that were obligations that had to be met.

I do not think CARL really understood or cared about the fashion of politics that the gentleman from Kentucky has just mentioned, and that was when our party went through a little spat here with neoliberalism and those people who were trying to run away from the tenets of the Democratic Party and what they stood for, and I remember an article was written in the Washington Post suggesting perhaps that people like CARL PERKINS had become an anachronism, that they were not really relevant to this new political fashion, to this new political reform. And I remember telling a reporter, "Well, let's just see at the end of the term who has got all of the chips when it is time to get up from the table." And I daresay that tribute was paid by one of the Republican Senators who said that they were afraid to go to conference with CARL PERKINS because they were afraid they would go back to their office and find all the furniture was gone.

Many, many people sat down to play poker with CARL PERKINS; very few got up with any chips. I had the privilege of attending those all-night conference sessions while he would wait them out and while he would wait for them to come around to his point of view. I think it was a tribute to conviction, because those convictions were so strongly rooted they would not be swayed by public opinion polls, they would not be swayed by the popularity or the gimmickry, they were rooted in the belief about the Government and about the people which that Government served.

I think it was rather interesting, when this administration came to town and many people ran for cover, CARL PERKINS said, "No, let's invite them up to the committee." And he was famous for very, very long hearings, maybe 3, 4 days on a particular subject. He would say, "Let's invite them all up here." Well, of course, that meant that somebody had to sit there all day. Well, CARL PERKINS would sit there, and he would have the cabinet secretary, the assistant secretary and the assistant to the assistant secretary, and all of the organizations, to talk about the ideas of this administration. He would lean over and he would grab your elbow and he would say, "Now, we are going to sit here as long as they want to talk, but we are not

going to do a thing they want." And that was kind of the way it was, because he did not believe in what they wanted to do. He believed in the Government that understood the plight of the unfortunate. As the gentleman from Kentucky has said, what has become known as the safety net is the tribute that will go on to protect American citizens long, long after CARL PERKINS has left this Congress.

I also think that there is another side that we all enjoyed, and that was the friendship between CARL PERKINS and Bill Natcher. Again, as a young Member of Congress, and up until CARL's death, I used to try to get to the lunch room on time so I could sit at that table where inevitably Bill Natcher would stir up trouble by telling a story on CARL PERKINS. No matter how often that story was told, CARL would start to say, "Now, Bill Natcher, don't go telling that story." Pretty soon that story would come out, and there would be people there who perhaps had not heard it before, and the laughter and the friendship was a part of, I guess what makes this a great institution for those of us who are privileged to serve here and fortunate enough to serve here. But that kind of friendship is not often shared with so many others to their enrichment, and we will clearly miss that.

Lastly, many people have commented on CARL's strong grip when he grabbed hold of you and he told you that you were going to walk along with him, because he would never use the underground subway that connects the office buildings here. I think I was here 4 terms before I found out a young Member of Congress could use that tram. I thought you had to walk with CARL PERKINS from time to time. But I will tell you again that in that short journey you could find out more about what was going to happen in the Education and Labor Committee and what was not going to happen in the Education and Labor Committee. While we had some disagreements on legislation from time to time, when I did, I would always go overground so I would not run into the chairman in the tramway there, because I was afraid that he would change my mind immediately.

We are going to miss him, but we will never forget him because I am not sure that there will be others to replace that style or that conviction. It is difficult in this day and age to stand as fast as CARL PERKINS did. But I will say that there is no tribute, there are no words that we can utter here today

that will outshine what CARL PERKINS accomplished. It is a debt of all Americans because whether they know it or not, they have all been touched by his actions in this legislative body to try to better society in this country and to better the lives of those who perhaps did not get out of the starting block with the same speed as others.

It was a rare opportunity, it was a joyous opportunity, I only wish sometimes perhaps that I had taken his invitation to join the gentleman from Kentucky in his office in those late night sessions. I heard about those phone calls to Bob Jones, but I wish that sometime I had been there, because this was a wonderful man who I simply, there is no way that you can talk about CARL PERKINS without a smile coming to your face. I would expect as we reminisce around here among his friends, the laughter and the knee slapping and the stories will continue on until clearly those who come here after all of us will remember the name of CARL PERKINS.

Mr. GONZALEZ. Mr. Speaker, it seems strange to be here evoking that memory. It just seems as if CARL PERKINS is still among us. Those of us that had worked with CARL, had been blessed with his friendship, I think I share that feeling that death really has very little meaning when it comes to the case of a CARL PERKINS. His spirit certainly hovers here even now. Even in this area where you, the distinguished Members from Kentucky, and some of us would congregate during a rollcall or during a heated debate.

When we do evoke, reverentially, the memory of this great American, I think one must stress the fact that CARL PERKINS was a wise man to know, and very bold to perform. Here was a man that over the span of three decades served his constituents; upheld his sworn oath of office faithfully, honorably, and most effectively. At the same time, he transcended that purely local, parochial responsibility and served every single nook and cranny of this Nation who had any kind of education need.

I, for one, for instance, must give testimony to the debt we have to CARL PERKINS in our areas. We have great dependency on those very programs that CARL PERKINS initiated, authored and worked desperately hard over a period of 30 years to erect and construct as national policy.

I say he is bold to perform because in the fact of very adamant challenge and opposition and determined effort to undo

those 30 years of labor with the current attacks on those programs that the Congress had in its wisdom enacted as national policy, CARL PERKINS, even despite those odds, bold to perform, efficient in that boldness, safeguarded, preserved, and we continue to transmit those programs. Even against those odds.

I think that in my case, I must go back to the point in time when I arrived on the scene as a Member of the House of Representatives in midterm of the 87th Congress. I was most anxious to gain a seat on the Education and Labor Committee. Even though political pressures were great, and great political issues were raised about the fact that I should seek membership on the Armed Services Committee, given the nature of the stake in defense that my district has. But I could not get there, and I could not get on the Labor and Education Committee for the plain and simple reason that the chairman then, Adam Clayton Powell, refused adamantly to accept any kind of new addition to the committee.

That is how I met CARL PERKINS; he was then one of the higher ranking members of the committee. I met him here on the floor when he came and introduced himself. He admitted that he had knowledge of the fact that there was some pressure to have me join that committee. He expressed his willingness to do anything he could to help. I explained to him that I did not work that way. I had had the privilege of serving 5 years in the State Senate of Texas, and I knew and was respectful of the precedents, the rules, written and unwritten, seniority and the like.

The Speaker called me and asked me if I would force the issue. That he could, with the help of the Texas colleagues, since Texas did not, and for many years has not had a Member on the Education and Labor Committee, and again, I said no. But CARL PERKINS came to me and he said something that I will never forget. He said, "Young man," even though I came here at the age of about 44, he still called me a young man, he said, "you know, you are a long-distance runner, aren't you?" He said, "You are very wise. Had you made an issue, you would not only have antagonized your own colleagues in the Texas delegation, but you would have found it a little difficult, even in the new assignment to this committee."

The truth of the matter was that I was lucky even at that. For there were three of us sworn in simultaneously at that midterm point. Lucien Nedzi from Detroit; Joe Wagner from Louisiana. Of the three of us, I was the only one that obtained an assignment to a full standing committee, which was the Banking Committee, because in the meanwhile, the ranking Member then from Texas, Wright Patman, interceded. He did so after he had conversed with CARL PERKINS. So that is the history of my present committee assignment.

Had I indicated, the fact is that CARL PERKINS assured me that he would have done everything in his power, and I think at that time, though he was not the immediate ranking member, if I recall correctly, it was considerable. Ever since then, and after many, many occasions of importuning him on behalf of the district, on behalf of adjacent and neighborly school districts, and his coming through on basic programs, there is no way that the Record could show the depth of feeling of gratitude, the high respect, the warm feeling of affection that one has for CARL PERKINS, and that many, many educators in my district, upon knowledge that he had passed, called to express. I would like the Record to show that I am speaking also for the many, many voices of very, very impressive pedagogues, educators, and leaders in Texas, in my area and out, that forever will have enshrined in their hearts the memory and affection for CARL PERKINS.

Politics and fame in politics is transitory at best. Our footprints are on sand.

But the real memories, I think, are reflected in the case of CARL PERKINS and what Chairman Natcher told me upon his return from the funeral services in which he reported the outpouring of expression from neighbors and others in Kentucky.

I think the monument in the hearts of constituents living and dead and the monuments in our hearts, those still remaining will be there, of course, the length and extension of our lives. But CARL's contribution as a legislator, faithful first in his trust to his own district reflected nationally is most permanent and I conclude as I started by thanking the two gentlemen from Kentucky for giving us this chance to place into the Record our feelings and our thinking about CARL PERKINS.

Mr. FASCELL. Mr. Speaker, it is with a heavy heart that I pay tribute today to one of the giants of the U.S. House of

Representatives, my friend and long-time colleague, CARL D. PERKINS of Kentucky.

CARL PERKINS was elected to Congress in 1948 and served with great wisdom for 36 years. A strong believer in the ideals of the Democratic Party, he was a compassionate legislator who saw an active and vital role for Government in improving the quality of life for those in his Kentucky district and for the people of this Nation. A champion of quality public education, CARL PERKINS strove to improve our Nation's educational system so that all of America's children might reach their education potential. As the chairman of the House Committee on Education and Labor, he was the guiding force behind a number of landmark education and child nutrition bills during the 1960's and 1970's. He knew the intimate details of the bills before his committee and fought bravely to protect crucial education and social programs from the budgetary knife.

He also worked diligently to protect the health and safety of the many families in his district whose livelihoods depended upon the coal mines. The people of Kentucky have lost a dedicated and very talented public servant.

Countless school children owe their education and knowledge to this man of vision. I will miss his wisdom, his knowledge and his down-home humor. I extend my most sincere sympathies to his family and to the people of Kentucky's Seventh Congressional District.

Mr. PICKLE. Mr. Speaker, if there has ever been a Member who came to Congress and remained the same person in spite of all the pomp and the prestige and the honor bestowed on him as a Member of Congress, it was CARL PERKINS.

After 35 years, CARL PERKINS was absolutely the same down-to-earth, hard-driving, hard-working, unpretentious man who never forgot the average citizen he represented, many of whom were hard-pressed workers in Kentucky.

As chairman of the Education and Labor Committee, his influence was keenly felt in the legislation on education, labor, health and the environment and the other great issues of our time. It is no understatement to say that every piece of social legislation passed over the last 25 years has a strong influence of CARL PERKINS imprinted upon it.

He was farseeing, kind, lovable but he was as tenacious as a bulldog. CARL just kept advancing good legislation and he

never let anyone come up for air until he had passed the bill. If we ever had a man who came from the common people, it was CARL PERKINS.

Now, from a personal standpoint, Mr. Speaker, I am in debt to CARL PERKINS for the help he gave me in my district in maintaining the Gary Job Corps Program in my district.

Whenever a problem arose, CARL PERKINS came roaring out of the mountains of Kentucky and in a defiant manner, and he challenged anybody that stood in his way that wanted to change that program.

I remember one time the Gary Job Corps was threatened in my district. The administration at that time had indicated they wanted to cut back on it and they were going to either reduce it or maybe eliminate the job corps program.

That got the ire of Mr. CARL PERKINS worked up and he let them know in no uncertain terms that if they attempted to do that he was going to call them here to the Hill and he was going to have hearings from now until Doomsday and he was going to make them eat every word they ever said against this program.

And I thought he stated himself very clearly but before we could even clear your throat, he started in on them again. And about the third or fourth time he was shouting so loud that they literally ran for cover, trying to get out the door and get away from CARL.

Well, he was that kind of individual. If he was for you and with you and believed in your program, he stood up and fought for you just as he did for the people in his district. He was not a gentleman. He was very blunt and very straightforward. If he wanted your attention, he would grab you on the floor by the elbow and it was not just a nudge; a little grip to say that I want to chat with you. He would grab your elbow in a vice and he would hold you and he would literally steer you in a chair and he would hold you there until he could talk to you, until you finally agreed that you would help him.

I can still feel the grip on my elbow now, on any matter that he was interested in, because he was determined that he would get your attention and determined in some way to help people.

Well, we have lost a great friend and a great man. If a person can say that he was part of our times, CARL PERKINS was a vital part of the times of the last 30 years in this country.

He made a great influence on this country and his influence will be felt for years and years and years, and we are better people because the Lord sent us a good man like CARL PERKINS.

I personally am indebted to this good and thoughtful man for his tireless efforts, a man who left his good will imprinted on the hearts and minds of our Nation. CARL PERKINS is a man who's life did make a difference—not just for his constituents, but for everybody.

Mr. ANDERSON. Mr. Speaker, I don't think it is any exaggeration on my part to say that no congressional district in the United States has been as well served during the last 36 years as the Seventh District of Kentucky. CARL PERKINS was born, raised, and recently laid to rest in the same small town in eastern Kentucky that he lived in all his life. He was truly one of this State's favorite sons and one of this Assembly's most effective and honored Members.

Having been elected to the House of Representatives in 1948 after serving with distinction on the front lines in World War II, CARL PERKINS saw the history of post-war America unfold from the privileged vantage point of Capitol Hill. More importantly, he took a leading hand in shaping our future. He served in this Chamber during the Korean conflict, the McCarthy hearings, and when the Supreme Court made its historic ruling in Brown against Topeka Board of Education that segregation in our public schools is unconstitutional. This historic decision marked the beginning of the modern era of American education, so much of which our departed colleague has personally shaped.

He was one of only 11 Southern Democrats in the House to vote for the Civil Rights Act of 1984. As chairman of the Subcommittee on Elementary and Secondary Education, he authored the Elementary and Secondary Education Act and pushed it to the House floor. After 3 weeks of hard work his unprecedented bill was signed into law by President Johnson. In 1967 he ascended to the chairmanship of the Committee on Education and Labor, a year before I joined the ranks of U.S. Congressmen.

In the intervening 16 years, I have seen CARL steer through the House a mind-boggling amount of major legislation to help protect the workers and educate the children of this Nation. I am proud to be able to stand here today and say that I had the opportunity to support such landmark legislation as the Occupational Safety and Health Act, the Older Americans Act, the Higher Education Act, the Vocational Education Act, the Employee Retirement Income and Security Act, and others. All of these precedent-setting initiatives trace their beginnings to our departed friend.

It may be redundant to say that CARL PERKINS was a great friend of the rank-and-file American but I am saying it anyway. His departure has left a tremendous vacancy that we will have to work together to fill. I am honored to have been a friend and colleague of CARL'S. He will be sorely missed here, in Kentucky, and across the country.

Mr. JONES of North Carolina. Mr. Speaker, I can't think of anything I could say which would increase the high regard that all Members of Congress had for the late CARL PERKINS. We are all familiar with his strong leadership and his dedication to legislation to make life better for our middle- and low-income citizens.

Sometimes one is more impressed with the little things than with the great activities of an individual. Some years ago while serving as chairman of the House Subcommittee on Tobacco, I conducted field hearings in Lexington, KY, and after the hearings had begun, in comes my friend CARL with some 15 or 20 constituents of his, and he seated himself in the audience with his constituents. I interrupted the proceedings to invite Chairman PERKINS to come to the platform and sit with the other Members of Congress. He thanked me very much, but said he much preferred to sit with his own people.

This devotion to his constituents made it possible for him to serve more than 35 years in the U.S. House of Representatives. His strength and leadership will be sorely missed. To his family, I share with them a sense of loss and feel privileged to have served some 18 years with a man of his caliber.

Mr. RODINO. Mr. Speaker, the death of CARL PERKINS took from us a kind and generous man and one of the most masterful legislators of this century.

It was an honor and a privilege to work closely with him over the years in the enactment of many, many laws in the areas of civil rights, social welfare, education, and labor. These laws will remain forever his legacy not only to the poor people of his district in the heart of Appalachia but to all Americans who seek a leg up from an active and compassionate government.

CARL PERKINS was a caring man, and his quiet demeanor gave small indication of the fervor inside him as he brought about enactment of some of the most important legislation of the last quarter century. The laws he shepherded through the Congress in such areas as health, education, food, job training, and worker safety are testament to his skill as legislator, politician, and parliamentarian; to the great affection and high regard he had for working men and women, and to his abiding concern for their well-being and that of their children.

Although he was a Member of Congress for more than three decades, CARL PERKINS never forgot or lost touch with his background or the people in it.

He visited his rural Kentucky district often, and it was on such a visit that he died—denied the chance to see his beloved hills and their people one more time.

CARL PERKINS and I had been friends and allies almost from that day we arrived in Congress together more than 35 years ago. He came to this body as a country teacher, a country lawyer. I shall remember him as a leader with heart, a counselor of wisdom and sympathy, a staunch ally, and a valued friend. Through his triumphant years and those sad, recent times, when he saw so much that he fought for decimated, he was a wonderful, warm human being. His passing is a great loss to his legion of friends and admirers, his colleagues in this body, and to the Nation.

We shall miss him.

Mr. HOPKINS. Mr. Speaker, I rise in tribute to the life and service of our departed colleague and friend, CARL DEWEY PERKINS, whose unwavering dedication and personal integrity earned him a place of honor among the greatest of those who served in the U.S. House of Representatives.

While we must mourn the passing of a valued legislative craftsman of historic proportions, we gratefully celebrate his life's work as a faithful, tireless, productive public servant and

true representative of those he affectionately accepted as his people.

In a career which spanned more than three decades, CARL PERKINS never lost touch with the needs and aspirations of his beloved eastern Kentucky constituents.

Yet his vision extended far beyond a home district and State to encompass the cares and concerns of an entire Nation. His faith in that Nation and his compassionate understanding of America's fundamental commitment to public education and equal opportunity were the inspiration of his passionate, relentless support of those causes.

Our colleague was both a pilgrim and pioneer whose efforts as a Member of this House touched and brightened the lives of millions now living and yet unborn who may never know of the useful life and revered name of CARL D. PERKINS.

It is enough, however, that we who remain after him today dedicate ourselves to keeping alive the spark of hope he kindled in the hearts of the disadvantaged and downtrodden that they, too, might attain freedom's fullest blessings.

Mr. CONYERS. Mr. Speaker, we all share the grief over the loss of Representative CARL PERKINS. A public servant of the highest order, CARL PERKINS will be remembered by working men and women, students, the elderly, and the humble throughout the Nation as a person of compassion and warmth, a champion of labor, a friend of education, and a leader among those who would extend a hand and heart to uplift all sectors of humanity.

As a veteran of 35 years in Congress, and the dean of the Kentucky delegation, Representative PERKINS chaired the Education and Labor Committee since 1967 at a time when President Lyndon Johnson and the Nation called upon his wisdom and skill to advance the most far-reaching social legislation since the New Deal.

Not only did CARL PERKINS answer that call with an enthusiasm and commitment that persisted throughout his life, but he counted among his major successes other great social measures including the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, and the black-lung benefits in the Coal Mine Health and Safety Act of 1969. Some will remember CARL PERKINS for his struggle for school lunch programs, the aid to crippled children, and the Federal

aid to schools. Others will recall his name in efforts to establish assistance to college students, or nutrition programs for needy youth.

In addition to all those awards, I remember him simply as a great human being who would not sit by, as Edmund Burke warned the good people of his day, and let evil prevail by doing nothing. I remember his warmth and his smile, and I am happy to have shared the same space with the gentleman from Kentucky who in his quiet way has made our world a better place to live in.

Mr. ROGERS. Mr. Speaker, I know I speak for many on my side of the aisle when I say that CARL PERKINS was not only an outstanding lawmaker, but, more inportantly, he was also a caring and warm human being. Here was a man who cared deeply about his people and his call to their service. From humble beginnings in the hills of eastern Kentucky, CARL PERKINS became a giant in the Halls of Congress.

CARL's imprint on national issues, particularly education, will be a lasting one. But he was also an able and articulate spokesman for coal, an issue which ties our two districts together and which is of primary importance to our State.

From the days when he was young, CARL spent countless days, weeks, and months out on the road, visiting with his constituents and working to help them pull themselves out of the poverty which still lingers today in Appalachia. This close personal contact with his people was a matter of great pride to CARL, and the rest of us can only try to emulate his willingness to devote nearly all his time to the personal problems of his people.

For over three decades, CARL PERKINS' deep sense of commitment, his total honesty, his dedication to his people and their welfare, and his tireless work on behalf of America has been a shining beacon for this House.

On a personal note, I want to also speak briefly about CARL PERKINS the man: Someone who I counted as a good friend, who shared our love for Kentucky and our Nation. I recall those events back home which we shared in our adjoining districts—many in bad weather and outdoors. CARL never let the elements, or anything for that matter, stand between him and his people. They adored him, and he them. He never left his

roots in Hindman, KY, where he was born, lived, and worked; and was laid to rest.

The great poet perhaps said it best when he wrote:

He walked with kings, nor lost the common touch.

I think that says it all about CARL, about his love for his people, and about the hard work and dedication which he gave to his people and to the Congress.

All of us feel the loss of CARL PERKINS. His contributions to education, to the less fortunate, and to our Nation will long be remembered by those of us who had the honor and privilege to work beside him.

In his memory, I would hope that all of us will rededicate ourselves to the continuation of the high standards which CARL PERKINS set for this Congress. Our hearts go out to his wife and family at their loss. Yet even as we speak here today, you can still feel CARL's presence among us.

His spirit will live on in our hearts and in these Halls and in those Kentucky hills for many, many years to come.

Mr. DE LA GARZA. Mr. Speaker, last week, the schoolchildren in south Texas lost a great friend, one who has had a major influence on their lives; our friend and respected colleague, chairman of the Committee on Education and Labor, CARL PERKINS. While those of us who had the pleasure to know him and work with him will miss Chairman PERKINS, it is for the youth of the country that I am saddened.

I doubt there are more than a handful of men and women under the age of 30 who have not directly or indirectly benefited from Chairman PERKINS' efforts in this body. Wherever students enrolled in a Head Start, took advantage of school lunch programs, or were able to pursue a college education with student loans or grants, we see the hand of CARL PERKINS. Few among us could ever dream of having such a positive and lasting impact on our Nation.

Many of us speak about the "American dream," but CARL PERKINS dedicated his life to providing young people the means of pursuing it on their own. Untold numbers of young people were the first in their family to complete a high school education, or obtain a college degree because CARL PERKINS helped provide the tools they needed.

While others may worry about the deindustrialization of the United States and its need to be competitive in world markets, proposing new tax policies, trade policies, or even industrial policies, CARL PERKINS knew that education is key. Machines may wear out or become obsolete, and ore deposits may be exhausted, but more important than all, our greatest resource, is our people. Chairman PERKINS knew that as long as we invested in our people, new and better machines would be built. It is a lesson we should all remember.

A number of my constituents in south Texas had the pleasure of meeting CARL PERKINS, or testified before him on education issues. I wish many more of my constituents and people throughout the country had had the opportunity to meet this great man for they too would be saddened by his death. On behalf of the people of the 15th Congressional District of Texas, I extend condolences to his wife, Verna, his son Carl Christopher, to all his family and friends, to the people of the 7th District of Kentucky, and to the Nation. We have lost a leader and good friend to us all.

Mr. FORD of Michigan. Mr. Speaker, the death last week of our friend and colleague CARL PERKINS is a deep loss to all Americans and especially to those who cherish fairness and opportunity.

For the better part of two decades Mr. PERKINS served as chairman of the Education and Labor Committee. And from my point of view, as one who had the good fortune to work with him on that committee for most of his chairmanship, I don't think it was ever served so well.

We all knew Mr. PERKINS as a skillful Representative who deftly brought legislation before us. We admired these skills, but I, for one, more admired his abiding concern for the people of this land. I never knew him as anything but a gentleman who cared deeply about his country and the welfare of its people.

Even when it was unpopular to do so, he remained an unswerving champion of social legislation ranging from job training to school lunches. During the past 3 years he devoted his enormous energies to protecting programs for education assistance, employment, and child nutrition from reckless budget cuts.

In his heart he understood that Americans from disadvantaged families could share in our Nation's economic progress only through education. And he made the goal of equal educational opportunity a personal crusade.

He was, as well, a steadfast friend of working men and women, convinced that they are the source of America's greatness.

He understood the ravages of poverty because he was from a poor area of eastern Kentucky where both jobs and educational opportunities were often scarce. Even though he spent 33 years in this body and was the dean of his State's delegation, he never forgot his own origins or the people he represented.

He never lost touch with his people. And he did it the old-fashioned way, getting out to meet with them whenever he could at their homes, in stores, and around the countryside of his rural district.

When he died he was flying home.

His death is indeed a great loss. Men of his skill, style, and compassion come this way all too infrequently.

Mr. JONES of Oklahoma. Mr. Speaker, despite his quiet demeanor and soft-spoken delivery, CARL PERKINS was among the brightest and most effective legislators with whom I have had the privilege of serving in this body.

All his life he had one agenda: to defend the oppressed and poor in Kentucky and our Nation. Because he knew what he wanted, and most importantly, knew how to achieve it, he was most tenacious and successful in protecting his position, particularly in conference committee meetings with the other body.

His achievements in increasing the education level of all Americans are far too numerous to list. While he represented a district which is primarily rural, the education programs he advocated have brought greater opportunities to children in all parts of our country, from the hills of Appalachia to the streets of New York and Chicago.

I am certain my colleagues will agree that CARL PERKINS worked so hard and achieved so much that he must be ranked with President Lyndon Johnson as one of the most important public figures in this century to provide quality education to America's youth.

As we in Congress search for ways to ensure that our Nation's educational needs are met fully, I know that that quest will be all the more difficult without the guidance and wisdom of CARL PERKINS.

Mr. MONTGOMERY. Mr. Speaker, he was a fixture on Capitol Hill, having served here since 1949. CARL PERKINS never forgot his Kentucky roots and worked for the people of the Seventh District with distinction.

As chairman of the Education and Labor Committee, CARL PERKINS was a driving force behind so many pieces of legislation over the past two decades and his pleasant manner won the respect of Members on both sides of the aisle, as evidenced by the fact that so many of his colleagues took the time to attend his funeral.

I know the people of Kentucky, who had come to count on his leadership over these years, will miss CARL PERKINS. He will certainly be missed here on Capitol Hill as well.

Mr. ROE. Mr. Speaker, for 35 years CARL PERKINS served with distinction and honor in this great body and his achievements during that period of time are legendary. Perhaps no other man in recent congressional history has been more responsible for advancing our Nation's educational programs than CARL PERKINS.

His work as chairman of the House Education and Labor Committee, a post he held since 1967, and as chairman of the Subcommittee on Elementary, Secondary and Vocational Education, insured that millions of Americans would have the opportunity to receive an education.

Among the legislation that he developed and led through the political process were bills dealing with job training and school lunch programs, remedial education for the disadvantaged, vocational education, school libraries, child care, and nutrition, adult education and math and science education programs.

His crowning achievement, the landmark Elementary and Secondary Education Act of 1965, benefited the lives of millions of American school children. And think of millions of others who received a school lunch, perhaps their only hot meal of the day thanks to CARL PERKINS.

Mr. Speaker, despite the fact that his achievements have affected the lives of nearly every American, the fact of the matter is that CARL was not very well known outside the House and his beloved Kentucky congressional district.

If ever a man truly fit the job description of "Representative" it was CARL PERKINS. Rather than seeking national news coverage for his outstanding achievements in the field of education and aid to the rural parts of our Nation, CARL was more interested in returning home each weekend to the little town of Hindman, KY, where he could sit down with his constituents and find out how they were doing and what he could do to make their lives a little better. No problem in Appalachian Kentucky was too small for him to pay attention to, for he was truly one of the people he served.

He knew that the coal miner in Pike County, KY, had the same problems as the poorly paid farm workers in southern California and that both needed the on-the-job health protection that only Federal legislation could provide.

We have lost both a dear friend and a great leader. Our best wishes go out to CARL's wife Verna and the other members of the Perkins family.

They can rest assured that the legacy that CARL PERKINS left us will never be forgotten. It is my prayer that his memory will inspire us as we move toward solving the enormous problems facing our great Nation.

Mr. YATES. Mr. Speaker, CARL PERKINS and I were both elected to this House in 1948 and he was my dear friend for all of those years. I will miss him very much and the entire House, which he served with endless dedication and rare legislative skill, will miss him, but it will be the people of his district and people like them everywhere who will miss him the most.

CARL PERKINS was their champion. He understood in the most fundamental way that this country is stronger, safer, and richer when the policies and resources of the Government are utilized to assist those who need the help and opportunities that an enlightened Government can provide. His was a practical and humane approach to Government that was as fair and decent as the man himself. CARL PERKINS believed in what he was doing and he was right. It saddens me that we will not have the opportunity to work together again and I can say that

I am proud to have known CARL PERKINS and to have served with him. I extend my most sincere condolences to Mrs. Perkins and to all of his family.

Mr. BOLAND. Mr. Speaker, the death of Congressman CARL D. PERKINS was a tremendous loss for the people of our country and the Members of this House.

CARL PERKINS came to Congress in 1949 as a representative of the people of eastern Kentucky. He never lost sight of the needs of the people who sent him to Washington, but in his 35 years in the House of Representatives he assumed a much broader constituency. The people whose cause he championed were the people in need in our society; the poor, the undereducated, the sick, and those who worked in unsafe conditions. He worked for their interests tirelessly and effectively, not in a way which sought publicity but in a way which focused on results. His ability to persuade was legendary in the Halls of Congress, and his skill as a legislator was well known and appreciated far beyond Capitol Hill.

It is impossible to estimate how many lives were positively affected by the work of CARL PERKINS. The Vocational Education Act of 1963, the Coal Mine Health and Safety Act of 1969, and the Elementary and Secondary Education Act of 1965 were shaped by his hand and they have eased the burden of, and expanded opportunities for millions of Americans. His legacy is one of commitment to the ideals on which this country was founded and his career is a testament to the things Government can do for its people, rather than to its people.

I want to express my deepest sympathies to CARL's wife, Verna, his son Chris, and the other members of his family. I hope that in the days ahead their sorrow will be lessened by the knowledge that the contributions made by CARL PERKINS to the quality of life in this country will never be forgotten.

Mr. GORE. Mr. Speaker, I join with my colleagues today to pay tribute to the Honorable CARL PERKINS, a champion of people young and old—children, working men and women, senior citizens, and all who needed a tireless leader to work on their behalf.

CARL PERKINS was committed to making our country a better place in which to live and a true land of opportunity. His legis-

lative guidance in the areas of education, labor, and welfare have brought our Nation closer to the ideal he envisioned.

I feel deeply privileged to have had the opportunity of knowing and working with Congressman PERKINS. He is one of those rare persons of whom it can be said: "he leaves our world a better place than he found it."

He will be deeply missed.

Mr. HUGHES. Mr. Speaker, it is with a deep sense of sadness and loss that I join my colleagues in honoring our respected colleague, CARL PERKINS.

All of us who had the opportunity to serve with Chairman PERKINS will always remember it as a true learning experience in shrewd and aggressive lawmaking. CARL PERKINS believed deeply in the Government's obligation to help the helpless, and throughout his 18 terms in the House of Representatives, he remained dedicated to the expansion of human dignity and equal opportunity. He never stepped back, never accepted defeat, never gave up, and never abandoned his principals or his commitment.

As a result, countless measures to enhance the social welfare bear Chairman PERKINS' imprint. He impressed his colleagues not only with his extraordinary tenacity, but also with his real compassion for our Nation's disadvantaged. He truly cared about people as individuals, and in caring about them, he took the trouble to understand them, to know their problems, and to do everything he could to help them.

Throughout this Congress, the State of Kentucky, and the Nation, there are many thousands of people who know what CARL PERKINS did for them, and they will never forget him. There are many millions more, though, who have benefited from his life's work without even knowing it, perhaps without ever having heard of him. This is the true measure of his contribution to our Nation.

His leadership, courage, and commitment will be sorely missed by all who had the honor of working with him.

Mr. MITCHELL. Mr. Speaker, I deeply value the honor at this moment of paying tribute to our colleague and good friend, CARL DEWEY PERKINS.

Through dedication, diligence, and determination, CARL PERKINS set forth many efforts that resulted in great achieve-

ments. CARL PERKINS was a moving force behind the House Committee on Education and Labor where he forged the landmark Elementary and Secondary Education Act of 1965 through his subcommittee, led a strong commitment of Federal support in the Vocational Education Act, and encouraged the cause that resulted in an expanded Federal role in child nutrition and school feeding programs.

In addition, CARL PERKINS became an active voice in the field of industrial safety. He sponsored the fight for passage of the Federal Coal Mine Health and Safety Act of 1969 and managed the passage of the Occupational Safety and Health Act in 1970.

Few words can describe this prime architect of existing Federal social programs. We came to know CARL PERKINS as a leader in the poverty fight. His consistent voting record of social legislation in the House helped us to recognize his cause as one for the people. I am delighted to acknowledge his dedicated support of civil rights legislation which displays clearly that his struggle was dedicated to all people.

CARL PERKINS was not only involved in legislative measures. He was well known among his constituents in the Seventh District of Kentucky as he traveled and recognized the causes of his people. He was often present whenever a disaster struck, usually offering comfort and resources to those suffering.

These are only a few of his accomplishments and we shall not dwell upon them individually but recognize them as the results of an illustrious character of social legislation and a pioneer of merit. The passing of CARL PERKINS, marking the end of a dedicated 36 years in the U.S. House of Representatives, is a great loss for us all. However, spiritually these 36 years of dedication will not be forgotten because, as quoted by his son, "our tribute to his memory shall be a dedication to his cause."

Mr. QUILLEN. Mr. Speaker, I wish to join my colleagues in saluting the life and work of our friend CARL PERKINS who passed away on August 3.

Congressman PERKINS served with distinction in the House of Representatives since his election to the Congress in 1948. His death is a loss to the people of his eastern Kentucky district, his family and we who worked with him here in the House.

Congressman PERKINS served as chairman of the House Committee on Education and Labor since 1967 and he certainly made his mark on many important Federal programs under his committee's jurisdiction. But for me, my lasting impression of CARL PERKINS is that of a good and decent man who worked diligently for what he believed was in the best interest of the people he represented in the Congress.

I wish to extend to his entire family my sorrow at CARL's passing and my condolence and deep sympathy at this sad loss.

Mr. JONES of Tennessee. Mr. Speaker, it is with great respect that I join with my colleagues in paying tribute to our late friend and colleague, CARL PERKINS. He was truly a great man who made many contributions to this Nation yet never lost the unassuming manner that characterized his many years of service.

I know that his constituents will miss the hard work he put in for his district, but I also know that this Nation will greatly miss his work on behalf of education and the working people of this country. There are many young people today who have promise for a better future because of the programs he advocated and guided through this body.

There is no greater legacy that anyone can leave than to offer hope for a better tomorrow to the generations that follow after them. CARL PERKINS has done that through his unfailing advocacy of strong public education. For that, this Nation can be proud of his service and mournful of his absence.

It was with deep regret that I learned of the death of CARL PERKINS back in August. I extend to his family my deepest sympathy.

Mr. WAXMAN. Mr. Speaker, for more than 35 years the people of the Seventh District of Kentucky sent to Washington one of the ablest and most progressive Congressmen ever to serve in the House of Representatives. CARL PERKINS, who came from one of the country's poorest and most isolated regions in the heart of Appalachia, became a leading authority and advocate of Federal educational and social programs that have changed the course of this Nation's history.

As chairman of the Education and Labor Committee, CARL was one of the major influences on the antipoverty programs of the 1960's. The educational assistance programs he sponsored changed the concept of education in America by giving students from every background educational opportunities beyond any previous generation's highest dreams. The school lunch and employment programs he created and strengthened have improved the lives of millions of Americans, from rural east Kentucky to urban west Los Angeles.

CARL's efforts in Congress were guided by principle, not the tides of political change. His vision for a better America which he brought with him from the hills of Kentucky remained constant throughout his career. During a conversation in 1981 when virtually every social, educational, and health program was under siege by the new administration, CARL told me that times may change, but principles do not, and that those who shared his broad view of America would prevail.

We all will miss CARL's brilliant leadership. He was a statesman, a model legislator, and an inspiration to us all.

Mr. JEFFORDS. Mr. Speaker, I regret that I could not be present for the special order of the House honoring the late CARL D. PERKINS, the distinguished chairman of the House Education and Labor Committee and a Member of this body for 36 years. Unfortunately, this special order came on the day of my State's primary elections.

My absence is something I think CARL would understand. He knew politics, and was not reluctant to use the means at his disposal to get things done. As chairman, he made no secret of his goals and eagerness to reach them. And he got things done.

During his leadership of the Education and Labor Committee, he created a long and proud record of service and concrete results. He was certain of what he wanted to do, and wasted no time getting there.

On more than one occasion, we in the minority differed with his views and were soundly and quickly defeated in the committee. Good naturedly we would joke about the "Perkins Express," the locomotive that powered legislation through the committee on a remarkably smooth and fast track.

Now and then we all get a little cocky, and on occasion some of us thought we had CARL beaten, only to find we had over-

looked some parliamentary procedure or the dozen proxies in his pocket. The Perkins Express rolled right over us.

But CARL PERKINS was too decent and kind a person to get too upset about such setbacks. And behind all of his actions, there was no question as to his motives. He seemed to have little use for personal gain, and a large devotion to the public good.

The Perkins Express is a long, crowded train. Its cars are filled with the less fortunate people of his district and our country; the disabled, the poor, the elderly, and the ill. And it is filled with our brightest hopes, the children who fill our classrooms from kindergarten through graduate school.

CARL PERKINS has left a legacy that is the envy of any Member of this body. His mark is on dozens of programs that serve Americans, from child nutrition to the Older Americans Act. His career was one of great achievement.

I was one of the many Members of Congress who traveled to CARL's district for his funeral. Most of us had never been to eastern Kentucky. Riding on the bus, I sensed that a lot of Members better understood CARL after seeing the land and people he represented. A bus ride is not a very scientific survey, but the signs of economic distress were everywhere. If before you had thought that black lung benefits or child nutrition programs were overgenerous, you could not help but understand why CARL PERKINS fought for every last penny.

Vermont and eastern Kentucky are a lot alike in many respects. Especially in northeastern Vermont, we have many of the same problems as those that faced CARL. The similarities of our districts made it even easier to respect his views and work with him. I will miss doing so. I have lost a good friend, as have the people of Kentucky, Vermont, and the Nation. His family and many friends have my condolences.

Mr. LEHMAN of Florida. Mr. Speaker, I was most saddened about the loss of Congressman CARL PERKINS. As chairman of the House Education and Labor Committee, he was the chief proponent for the best of our Federal social programs.

During my first two terms the Education and Labor Committee, under the leadership of Congressman PERKINS, provided the best congressional training a new Member could receive.

CARL PERKINS was an outstanding example of unselfishness, integrity, dedication, and hard work. He was our best advocate

for those most vulnerable and those less fortunate. He was always aware of and moved by the deprivations and sufferings of others.

In our congressional forest, a great tree has fallen.

Mr. ANNUNZIO. Mr. Speaker, like so many of my colleagues in the House of Representatives, I was shocked at the untimely death of our distinguished colleague, the Honorable CARL D. PERKINS. His death is a tremendous loss to his constituents from the Seventh Congressional District of Kentucky, and to all people of this Nation.

CARL was a good friend of mine during the period we had served in Congress together. I am proud I had the honor to have worked with him, and I shall always cherish his wise counsel, advice, and good will. CARL PERKINS dedicated his life to public service, and throughout his career worked toward improving the quality of life for all working men and women. He graduated from the University of Louisville Law School, and began the practice of law in 1935. In 1941 and in 1945, he was elected to the office of Knott County attorney, and served in the Kentucky General Assembly and as counsel to the Kentucky Department of Highways. He also served our country with distinction in Europe during World War II.

Elected to the 81st Congress in 1948, CARL PERKINS served in the House of Representatives for 18 consecutive terms, and was dean of the Kentucky delegation. As a Member of Congress, he compiled an outstanding record of achievement, and was the architect of some of the most important social legislation passed during the last 25 years. The Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, and the Coal Mine Health and Safety Act of 1969 to provide black lung benefits, all bear his mark. Serving as chairman of the House Education and Labor Committee since 1967, he handled the bulk of President Johnson's antipoverty legislation.

CARL PERKINS was a champion of social welfare programs, and as chairman of the House Education and Labor Committee, he moved legislation through his committee to improve the quality of education, provide Federal college student loans and free school lunches, and he also initiated many labor reforms. He tirelessly worked to protect the interests of all working men and women, of the underprivileged, and the unedu-

cated. Most recently, he passionately fought the many budget cut proposals which tore deeply into the worthwhile social programs he helped to create.

Born in the small Kentucky town of Hindman, CARL PERKINS ably represented his constituents in Congress for almost 36 years. He was a soft-spoken man, known for his fairness, honesty, and integrity. His dedication to the highest standards was an inspiration to his friends and fellow citizens, and he was highly respected as one of the ablest Members of the House. He will long be remembered by those of us who had the privilege to serve with him in the Congress of the United States.

Mr. Speaker, CARL PERKINS was an outstanding American. He will be missed by both those whom he served and those who had the privilege of knowing him. Mrs. Annunzio and I extend our deepest sympathy to his wife, Verna, his son, Carl Christopher, and the other members of his family who survive him.

Mr. ERLENBORN. Mr. Speaker, I rise to honor the memory and legend of CARL DEWEY PERKINS in this Chamber, and the mark of this man on the scores of laws which bear his name and the imprint of his hand and his heart.

A trade publication, in writing of CARL's precipitous death on August 3, quoted me as referring to him as a "bulldog." Having worked with him for almost two decades on the Education and Labor Committee, where he served as chairman for 17 years, I believe I knew CARL well enough to know he would have felt it an honor to be likened to a bulldog.

A bulldog is usually a stubborn critter, and CARL was the most tenacious in the pursuit of his legislative objectives of any of the people with whom I have served and, perhaps, of any who have served in this House. That is why, or at least one of the reasons why, he was one of the most successful in achieving the goals in which he believed.

CARL was not only a legislator par excellence. He practiced what he preached, especially about the rights of minorities. In allowing the committee minority to manage their own funds, he was a rarity among committee chairmen.

CARL put forth a special effort to maintain a spirit of cooperation with the minority. Shortly after I became the ranking Republican on the Education and Labor Committee, I suggested to him that we reestablish the "Perkins-Quie Principle" re-

garding staff travel. He replied, "* * * in tribute to the expected harmony of this era, I would like to suggest a rechristening to be known as the 'Erlenborn-Perkins principle'."

I have no hesitation to predict that CARL PERKINS will go down in history as having played as great or greater role in education in this land of ours than any who have been known formally as educators. Members of this body need not be reminded that the stamp of his devoted, personal, pioneering, and persevering leadership can be found in every education program passed by Congress over the past 35 years.

Another of the memorable characteristics of CARL that I must touch upon is his love for his family and the people and hills of Kentucky. The dean of his delegation said it best: "CARL PERKINS was a good and kindly man whose delight in life was working for his district, his State, and his country."

CARL must have known much delight in life. He worked tirelessly for all of them, as we—his colleagues, his office, and committee staff, both majority and minority—can attest.

Along with you, Mr. Speaker, CARL's loyal staff, and all who have served here during CARL's three and one-half decades in office, I feel fortunate to have been associated with him. His family can find much comfort in knowing that CARL DEWEY PERKINS' service in the House will live after him.

Mr. O'BRIEN. Mr. Speaker, we have yet to realize the extent of the loss to the advancement of education that follows the death of our sage and valued companion, CARL PERKINS, the veteran Kentucky legislator.

Perhaps CARL PERKINS last legacy to a fruitful 20-year tenure as chair of the House Education and Labor Committee was his effort to bring us together in support of Federal funding for training and retraining schoolteachers in mathematics, science, computer education, and foreign languages.

No doubt, CARL PERKINS was a staunch believer in the cooperation and compromise that best represents our constitutional system. And he continually showed this from before the time of the enactment of the first major Federal programs to aid elementary and secondary schools, almost 20 years ago.

One only need look at his work on education legislation in the 1960's to see how today's policies on funding for education on the local, State, and Federal levels have evolved. And his influence on the lives of all schoolchildren is demonstrated

every day, not only in our better schools, but even in the breakfast and lunch programs that feed our most needy youngsters.

For his district as well, CARL PERKINS was a crusader for those in need and a champion of the dispossessed. Kentucky's mine-oriented Seventh Congressional District, whose economy swings with coal demand, nonetheless was the fastest growing congressional district in the 1970's of all those in Kentucky.

Please join with me in recognizing CARL PERKINS' distinguished 33-year career as one of our most trusted and competent lawmakers in recent history. He will be missed.

Mr. MINETA. Mr. Speaker, I rise with so many of my colleagues to pay tribute today to one of the very special people who have walked these halls—our good friend CARL D. PERKINS.

CARL was a man who earned such respect and stature among his colleagues that we all addressed him as nothing other than "Mr. Chairman." But behind his back, we showed our deep and abiding affection for the man we really knew as "PAPPY PERKINS."

At his funeral, we stood under cloudy skies and watched hundreds and hundreds of ordinary people come in mourning and in sadness to pay tribute to a man they loved so deeply. There was humanity, a sense of caring and commitment that day that stands as the model of all of the chairman's life.

No Member of Congress has ever worked harder, or more successfully for the people he loved and the values he honored.

As the Almanac of American Politics says of the chairman, one reason for his great success was his own strength of character. The almanac goes on to say of the chairman "far from fashionable, he is one of those old fashioned liberals—Sam Rayburn was another—who know their legislation cold, negotiate like master poker players, and refuse to compromise their principles."

We were all richer because of the chairman's old fashioned uncompromising devotion to principle. And the Nation will reap the fruits of his work for decades to come.

We all have our fond memories of the chairman. One memory I am glad I do not have is having to sit across from him in a conference committee. As we all know, the chairman

was a tough negotiator. He just did not want to give up when he knew he was right.

And most of the time, he knew he was right and he was correct in that belief.

We will all miss the chairman. He was one of those rare men whose mark will last on this House and this Nation for years to come.

Mr. CLAY. Mr. Speaker, the Congress of the United States, the Nation, and the people of the Seventh District of Kentucky have suffered a great loss in the death of our late and highly respected colleague, CARL D. PERKINS.

I, personally, feel a very special loss for since I first entered the Halls of Congress over 15 years ago, CARL and I had developed a long, profitable, and stimulating working relationship.

His life was a genuine profile in courage, the epitome of decency and integrity.

He came from one of our Nation's poorest constituencies, and though he gained and wielded great power in the Congress, he never lost the common touch.

CARL PERKINS was indeed a people's Representative and he exemplified the best of a public servant: Gentle, respectful, unassuming, thorough, a no-nonsense approach, and high commitment to the task at hand.

CARL did not talk compassion, he demonstrated it; he not only talked about the need for education as a passport, he was an unceasing advocate for it; he did not verbalize about civility and courtesy, he served as a living example of it in this Chamber and across the country; he not only talked about justice, he was the personification of it in his daily interaction with his colleagues and his constituency in the Seventh District of Kentucky; he not only talked about the need for economic justice, he was in the forefront working for legislation to provide full employment for our Nation's work force. He was a marvelous example of one who believes that a public office is indeed a public trust that should be used to enhance and ennoble human kind.

CARL PERKINS believed in Government as an advocate for the people. He transformed that belief into effective legislative service that benefited the 235 million who comprise our

Nation. At all times, he strived to make Government an instrument for hope, opportunity, and justice for all.

If any Member of Congress could be said to personify what is in the best interest of public education in this Nation, then CARL PERKINS would be in the forefront.

For over 16 years as chairman of the Education and Labor Committee, with vigor, he stood for and fought for the children and youths enrolled in our public schools. Every major piece of education legislation, over the last 16 years, bore the imprint of CARL D. PERKINS. He was a strong, untiring advocate for our Nation's workers, and he was a leading proponent of the landmark workers' health and safety legislation of the late sixties and early seventies.

He worked inspirationally, long before it was fashionable, to assure all people access to all facets of the public education network.

Mr. Speaker, while I grieve the death of the distinguished chairman from the Seventh District of Kentucky, I also rejoice that I was privileged to work with such a remarkable and caring individual.

His passion for promoting educational opportunity, his concern for the workers of our Nation, his deep love and affection for this August body, his fondness for his constituents in the Seventh District, and above all his gentility and loving manner mark him a colleague extraordinaire.

We suffer an immeasurable loss because he no longer walks, talks, and works among us.

CARL PERKINS' works are monumental and pervasive. He was a modest and just man, and I am reminded of him when I think of the principles expressed by Longfellow in one of his poems: "Ah to build, to build! That is the noblest art of all the arts."

I bid farewell to a master builder, a gentleman, and an advocate of the improvement of the quality of life for all of our citizens.

I know that all of my colleagues in the House join me in expressing sincere condolences to his wife, his son, and other family members. May they find strength and peace in the days ahead.

Mr. GAYDOS. Mr. Speaker, today we are paying homage to our late colleague, the Honorable CARL D. PERKINS of Ken-

tucky, who, through 36 years in this Congress, devoted his entire energies to making life a little better for the people of this country.

CARL never claimed to be a great legislator; he never claimed to be a hero; but he was both a great legislator and a hero to people who didn't even know him.

It's no secret that CARL labored in anonymity, making great progress for America's coal miners, our schoolchildren, those who lived in rural areas, without drawing attention to himself.

CARL probably didn't care about fame or fortune. He was concerned with the well-being of Americans.

And that concern, that caring, can be seen in the important legislation he personally guided through the House Education and Labor Committee and directed through the House as a whole.

Billions of American schoolchildren have learned to read and to experience the joy of learning because of CARL's efforts in passing the Elementary and Secondary Education Act of 1965, a measure that insured heavy concentration on developing reading skills for our disadvantaged children, enhanced school library services, and so forth.

Millions of American schoolchildren ate a hot lunch in our schools because CARL promoted and pushed through the school-lunch program.

Thousands of mineworkers and their families have been rescued from danger because of CARL's work in passing mine health and safety legislation and measures to help those with black lung disease.

Untold numbers of American high school graduates have been able to attend college and receive their education because CARL PERKINS's was instrumental in securing passage of student-aid programs that paid the way.

Hundreds of thousands in this Nation's rural areas have been able to experience the joy of reading because of CARL's constant interest in providing special assistance to public libraries in the rural parts of America.

CARL's contributions to America and its people are legendary, but are probably best known only by those of us who worked with him and, often in the face of overwhelming odds, passed those bills that made life for all Americans, but especially our forgotten Americans, a little bit better and broad-

ened the opportunity for those disadvantaged to achieve a better life.

For 17 years, CARL chaired the House Education and Labor Committee and, even though he didn't receive the publicity for the tremendous successes of the committee in passing landmark legislation, we who worked with him day in and day out are well aware of his impact on the final products of that committee.

When an issue arose that would have a great impact on the lives of Americans, it would be no surprise to any one of us in the House that CARL would be ready to speak on behalf of those who couldn't speak for themselves, for those who had no advocates.

CARL spoke quietly—and convincingly—knowing that what he was supporting was right for all Americans.

CARL served this body with dignity and integrity. I doubt that he would have defined himself as a great legislator or a hero, but, if we look at two of Webster's definitions of greatness—"remarkable in magnitude, degree, or effectiveness" and "markedly superior in character or quality"—then surely he was describing CARL PERKINS.

But, perhaps, the definition of greatness that would appeal most to CARL would have been one by Bernard Baruch in August 1964, at a press conference on the occasion of his 94th birthday. Asked who was the greatest man in his time, Baruch replied:

> The fellow that does his job every day. The mother who has children, and gets up, and gets the breakfast, and keeps them clean, and sends them off to school. The fellow who keeps the streets clean—without him we wouldn't have any sanitation. The unknown soldier. Millions of men.

CARL would have appreciated that definition of greatness because it symbolizes CARL himself. It symbolizes the love of mankind for each other through the little things that count—like learning to read, getting a hot lunch, saving a life, and so on.

Perhaps this body would be better if we all followed CARL's approach to legislative work: Worry about the people and forget about grabbing the headlines.

This body will surely feel the loss of CARL PERKINS as much as his family and many of us individually already do.

Mr. ROYBAL. Mr. Speaker, in paying tribute to our esteemed colleague and good friend CARL PERKINS, we must recognize above all else that he was a legislators legislator. He will be sorely missed.

I can't think of another Member of Congress who worked as tirelessly and effectively for the benefit of his district as did CARL PERKINS. His accomplishments on behalf of Kentucky's Seventh District, one of the Nation's poorest, were remarkable. That his people came first is clear from the long list of what CARL considered his proudest achievements—dams, flood control projects, hospitals, schools, and roads.

The greatness of CARL PERKINS was his ability to translate his concern for his constituents to a concern for all the underdogs in this Nation. Seeing the conditions under which the coal miners in his district labored, he sponsored and/or supported Federal programs to aid those suffering from black lung disease, as well as to improve worker health and safety generally. The legislation he supported benefited workers nationwide who had been working in unsafe and unhealthy conditions and often paying with their lives.

Seeing the lack of opportunity for many of his constituents, CARL was a tireless advocate of Federal aid to education at all levels. He was instrumental in shaping such programs as Federal aid to libraries, vocational training, Head Start, student loans, adult education and job training programs. As chairman of the Education and Labor Committee, he was able to secure passage of these programs he knew would prove invaluable. How many millions of Americans have benefited from this dedication and vision?

Even those who didn't agree with CARL's views could not doubt his motives. He never forgot his origins, never lost his humility and never compromised his principles. All of us admired his legislative prowess. We loved and respected CARL PERKINS, both as a colleague and a friend. And we will miss him very much.

Mr. KILDEE. Mr. Speaker, I appreciate this opportunity to participate in the honor being paid to my late chairman, colleague and personal friend and advisor—the Honorable CARL D. PERKINS of Kentucky.

It was with great personal sadness and a sense of loss that I heard of the passing of Chairman PERKINS. In the 7½ years I

have served as a Representative in Congress, he was always generous and helpful toward me, as he was with everyone, and I benefited greatly from his advice and assistance as a member of the House Education and Labor Committee.

Chairman PERKINS loved the people of the Seventh Congressional District of Kentucky, and they loved him. He personified the highest ideals of public service, working untiringly on behalf of the people he represented and on behalf of the entire Nation. He understood that education was the weapon with which to break the cycle of poverty, and no one else was as effective as he in working to ensure that education was made more available to all. For education to be most effective, good nutrition for the children also was vital, and Chairman PERKINS saw that clearly and worked to ensure that good nutrition was available to the children of economically deprived families. He was the unquestioned champion of making education programs more effective so that the level of education in our country could be raised. He was fearless and unshakeable in his opposition to those who felt that our Nation should cut back on its financial commitment to education, strongly believing that such action was the most false of all economies.

I am proud to have had the privilege of serving with such a great man. He will be greatly missed by all of us on the committee and in the Congress. His legacy to us must be the example he set for us to continually strive to improve the educational system of our Nation, to see education as an investment instead of as a cost, and to recognize that education is one of our greatest resources in our effort to ensure that all of our citizens can live in dignity and in decency.

Mr. RUDD. Mr. Speaker, I join with my colleagues in expressing deep sorrow at the passing of our friend and colleague, the dean of the Kentucky delegation, the Honorable CARL PERKINS.

As Representative of Kentucky's Seventh District for 36 years and as distinguished chairman of the Education and Labor Committee, CARL made major contributions to the improvement of his district, his State and to American society at large.

We did not always agree on policy, but I admired so good and kindly a man as was CARL PERKINS for his forthrightness and his ability as an outstanding Congressman.

He will be sadly missed by all of us.

Mr. SCHULZE. Mr. Speaker, I rise in tribute to one of this body's most dedicated public servants and chairman of the important Committee on Education and Labor, the Honorable CARL D. PERKINS.

> Who, then, do I call educated? First, those who control circumstances instead of being mastered by them; those who meet all occasions and act in accordance with intelligent thinking; those who are honorable in all dealings, who treat good-naturedly persons and things that are disagreeable; and furthermore, those who hold their pleasure under control and are not overcome by misfortune; finally those who are not spoiled by success.

Those words were said in another age by, perhaps, this world's greatest educator, Socrates. And yet those words apply to our colleague, CARL PERKINS, the man, the politician and the educator.

CARL certainly took control of events and never let himself be directed by them. He was, indeed, a sensible and wise individual. He was a man true to his word and was known by all to stand by it. His sense of humor saw him through many acrimonious debates; he kept a tight reign on his public and private demeanor and was a gentleman at all times; and it certainly never occurred to him to complain to others of his misfortunes, knowing they had many of their own to face. By any measure, CARL was a successful man—he set his goals to serve the people of Kentucky and he did not waiver in his direction in all the years he was in Congress. He was neither spoiled by the easy election victories nor impressed with the heady politics and personalities of Washington, DC. Yes, he was a successful man who was humbled by his success rather than overcome with the importance of it.

Finally, and certainly on an equal par with all of this, CARL PERKINS not only lived those Socratic words, he tried to impose upon this country that quality of education which would instill those ideals within each child taught so that our future strength through knowledge would be ensured. He wanted education to be more than book knowledge. He wanted the system to encourage inquisitiveness and imagination. And he wanted it to support the moral fabric of family values. I know he was proud of what we have achieved over the years, but there was so much left to accomplish. He left us

a legacy of hope for the future through our children and we will honor him by building upon the goals that he set.

Mr. HAYES. Mr. Speaker, I had the sad duty to attend the funeral of our friend and colleague, the honorable Representative of the Seventh District of Kentucky, CARL DEWEY PERKINS. Although I have only been a Member of this body for slightly less than a year, I have had the honor and fortune to serve under CARL's leadership on the Committee on Education and Labor. I realized early on that behind his quiet approach and soft manner, was a master politician, and legislator, whose dedication and compassion for his fellow man ran deep and unwaivering.

While I have had the great personal privilege and honor to work with and know CARL PERKINS, there are millions of Americans who did not have that opportunity. Nevertheless, in one way or another, they indeed had the privilege to benefit from his dedication, compassion and good will. His 1963 Vocational Education Act and the 1965 Elementary and Secondary Education Act have literally changed the lives of untold numbers of our young people. While they may not know who was responsible for the programs they participated in, they will forever benefit from his leadership.

I know CARL PERKINS was a friend of many Members of this body. I am certain he was a friend to many of "his people" as he fondly called the residents of the Seventh Congressional District of Kentucky. He was indeed my friend, and I will miss him.

Mr. DWYER. Mr. Speaker, it is an honor for me to take part in this special order paying tribute to one of the most distinguished Members of this House, CARL PERKINS. I want to thank my good friend and chairman, Mr. Natcher, for calling this special order. There is no one in this House more familiar with the many contributions of the man we are honoring today, both in this House, and in his beloved home State of Kentucky.

Education had no greater friend and advocate than the chairman of the Education and Labor Committee here in the House. Chairman PERKINS steadfastly and effectively championed some of the most important education initiatives of our time.

He never wavered in his commitment that all Americans be afforded a good education and a fair chance to earn a decent wage and provide for their families. The chairman's sense of fairness was equally evident in the employment area as well, as he took the lead in such vital areas as job training, worker health and workplace safety.

I am proud to have had the opportunity to serve for a short time during the chairman's tenure at the helm of the Education and Labor Committee. He had a vision for the future early in his career that has served to inspire us now in shaping the priorities of the coming decades. CARL PERKINS knew long ago the intrinsic value of education to our people, and he generously gave of his time and many talents as a legislator and statesman to see this goal realized.

We still have a long way to go in educating our children and retraining our work force for the challenges of the future. The PERKINS legacy will serve us well in these pursuits. He will be missed, to be sure, but remembered always for his courage, conviction and sense of fairness concerning the great issues of our time.

Mr. HUTTO. Mr. Speaker, I did not get to know our beloved friend, Congressman CARL PERKINS, as well as those who served on his Education and Labor Committee. However, I did have the opportunity to visit with him on several occasions and to observe him in action on the House floor. My observations, I believe, accurately reflect the depth of this great man. He was, without doubt, one of the kindest and warmest Members of Congress. I gained a strong impression that he never allowed Potomac Fever to deter him from the grassroots. His compassion for people transcended his own district in Kentucky, and he was instrumental in bringing relief to the downtrodden and sought to ease the plight of those who could not help themselves. CARL PERKINS is gone from this body, but he left his mark and he will be missed. I'm only sorry I did not get to know him better.

Mrs. ROUKEMA. Mr. Speaker, I join my colleagues today in expressing a sense of loss over the passing away of one of the great legislators of our day. CARL PERKINS was a friend, a leader and a teacher.

How fitting a monument to his leadership and statesmenship that he fashioned a successful bipartisan coalition to pass the equal access bill. If there was one person in the House who was most responsible for overcoming the many obstacles toward passage of equal access, it was without question CARL PERKINS, who took on his own leadership to shepherd through a bill that he believed in.

Equal access was a battle that I and a lot of my colleagues joined CARL to fight. But, a year ago, there was another job that needed to be done which was of a more personal interest to me. A New Jersey paper had just run a shocking series concerning allegedly scandalous practices by the Department of Education of my own State of New Jersey.

I was stunned at these allegations. I knew something had to be done. But, in all frankness, as a member of the majority side of the Education and Labor Committee, and one who was just entering her second term, I felt lost. How could I ever convince the majority to do anything about these allegations, which involved accusations against a Democratic administration at both the Federal and State level?

Nevertheless, I knew I had to at least try. I owed it to the people of New Jersey. Mr. Speaker, the response I received from CARL PERKINS convinced me that on matters of principle, CARL PERKINS rose above political implications. CARL not only agreed with me that the committee should respond, but he ordered a full-blown, no-holds-barred investigation. He immediately assigned the issue as a top priority to one of his ablest staff members who was joined by a minority staff member in the investigation. And, Mr. Speaker, this investigation was no cosmetic exercise in whitewashing. CARL eventually scheduled four hearings in New Jersey and Washington, for which the committee exercised its subpoena power for the first time in many years, and ordered committee staff to prepare a lengthy report.

The findings of that investigation were not easy for CARL. They showed misspent funds under education programs which were very near and dear to him. For many, they raised serious questions about the effectiveness of Federal education programs in general, at a time when the Federal role is the subject of considerable debate. CARL never waivered. The committee pulled no punches.

When I look back on my own career, I will always remember that investigation as my maiden voyage in learning the potential effectiveness and limitations of congressional power. I will also remember what CARL PERKINS taught me about bipartisanship and statemanship and how reassuring his example was to me.

We have lost a man of principle, whose magnificent stature never diminished his gentle humanity. CARL's legacy is one to the generations of those, young and old, who's hardships were eased because of his dedication and compassion.

Mr. RAY. Mr. Speaker, among the 435 Members of the U.S. House of Representatives, there are a few individuals who have, through years of diligence and hard work, come to symbolize effective, compassionate representation. The man we honor tonight was such an individual.

Congressman CARL PERKINS made friends easily with his unassuming manner, but House colleagues soon learned that behind his Kentucky drawl was one of the keenest minds in the Congress. CARL was an aggressive and tenacious opponent when he disagreed with you, but one of the strongest and most effective supporters a Member could have when he was on your side. CARL PERKINS was indeed a force to be reckoned with in the House of Representatives, and his leadership will be sorely missed in this body.

Congressman PERKINS has left his mark on this Congress and on our Nation. This is a mark, however, that we can proudly wear, for it is a mark of compassion, a mark of concern, and a mark of love for humanity.

In his early years in the Congress, CARL PERKINS had a dream—a dream that seemed impossible at the time. He believed that it was the right of every American citizen, even the poor and the handicapped, to have a solid education. CARL knew that education was the key which all Americans use to unlock their potential.

Years of hard work made this dream a reality. In 1965, the landmark Elementary and Secondary Education Act was passed, and for the first time Federal resources were steered toward education. Throughout his career, Congressman PERKINS continued his fight for proper education for handicapped and disadvantaged children, and many of our programs today are a direct result of his efforts.

Vocational education grew in the United States with the assistance of Congressman CARL PERKINS. He championed education and educators, for he believed America should have the finest educational system in the world. CARL was a fighter for "excellence in education" long before the phrase became the catchword it is today. As his stature and reputation grew, the name of CARL PERKINS became synonymous with persistence and by his example he showed us that a cause we believe in is worth all the effort we can muster.

Although we will sorely miss Congressman PERKINS in the Congress, the Seventh District of Kentucky bears the greatest loss, for these are the people that he loved most. His efforts and his thoughts were always for the district he served and he represented the people of eastern Kentucky with expertise and empathy.

CARL PERKINS served a long and distinguished career in the U.S. Congress and he will be sorely missed by all of us. There is no more fitting tribute to this man who cared for his fellow man than to say that our world and our Nation are truly better for the time that he spent here.

Mr. DUNCAN. Mr. Speaker, CARL D. PERKINS was a man who cared about the people of his district, loved his country, and tried to help the needy. One can hardly ask for more from a Member of this body.

It was because of his concern for the people of Appalachia that he sought social changes to reduce the suffering of hungry children, unemployed workers, and coal miners crippled with black lung disease. Through his leadership the Education and Labor Committee took on increasing importance.

One could never doubt his sincerity or concern. While his colleagues were always struck by his disarming grin, they also knew that he would fight for what he believed with stubborn pride and determination. He was able to win because of his perseverance, yet he never allowed animosity to creep into his character.

We will miss his shy grin, and his shrewd legislative mind. But we will miss most the example he left us of dedication to his job, his country, and his district.

Mr. OTTINGER. Mr. Speaker, I am pleased to join my friend and colleague, Bill Natcher, in this statement in memory

of my friend and late colleague, CARL PERKINS. I thank him for giving us this opportunity.

CARL PERKINS spent his life working for the improvement of human condition, particularly of the poor and disadvantaged in our society. As chairman of the Education and Labor Committee, he was responsible for much of the progressive job and education legislation which President Reagan is now trying to destroy. CARL PERKINS probably helped the lives of more of our citizens than any other Member of Congress.

CARL PERKINS was the classic example of the "country boy." He spoke with the native accent of his rural Kentucky constituents and always played the role of the modest country bumpkin who didn't have the answers to the Nation's complex, sophisticated social problems. Behind that simple facade, however, was the keenest of minds and the ablest of strategists. His simple mannerisms allowed him to achieve more than he ever could have with a more sophisticated demeanor. Anyone who entered negotiations with him on substantive issues soon learned that this was no country pushover—he was just as keen and persistent and knowledgeable as a person could be in the areas of his interest.

CARL will be missed by his family, many friends and his colleagues in Congress from whom he well earned overwhelming respect.

Mr. SUNIA. Mr. Speaker, it is with great respect that the territory of American Samoa pays tribute to the Honorable CARL PERKINS of Kentucky. Throughout his career of public service he offered assistance to many whom he never knew, but who held him in great regard.

The people of the territory of American Samoa are specially appreciative of the work that he did for them during his tenure as chairman of the House Education and Labor Committee. For many years to come, our youth will be enjoying much of the outstanding social legislation championed by Mr. PERKINS. Such things as the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965 have been most beneficial to our local Department of Education.

While I did not know Mr. PERKINS as long as I might have liked, I have a great deal of respect for the work that he did. He was one legislator who cared a great deal for the little people. Not only did he rise as a leader of the education field,

but he has surpassed many in his concern for the poor, underprivileged and those who seldom have a voice where important Federal decisions are made.

I will always admire the conviction he displayed in 1981 when he fought a long but losing battle against budget cuts proposed by the Reagan administration in Federal education assistance, employment programs and child nutrition. His rebuttal was always sincere, not just for the sake of argument.

In my pursuit of better representation for the people of American Samoa I will always remember the example set by CARL PERKINS. He fought ethically for his enthusiasms and was accustomed to besting his opposition. He served his country well and his district well. While both his family at home and his family across the United States will miss him very much, we will always be very proud of his achievements and will always remember his service to others.

Mr. ACKERMAN. Mr. Speaker, this legislative body takes this time out from our deliberations to honor the late CARL D. PERKINS, a truly decent and dedicated colleague. Chairman PERKINS was a man of exceptional sincerity and tireless effort on behalf of this great Nation and his beloved State of Kentucky.

Although I am one of the more junior Members of this Congress and of the Committee on Education and Labor, CARL PERKINS greatly influenced my perception of the legislative process and the workings of this House. He always strove, with great leadership and dedication, to take the morally correct and appropriate step. He has set a lofty standard for me and the other new Members of Congress to emulate.

"Pappy" PERKINS, as he was affectionately called, has left us a legacy of unparalleled commitment to equality of educational opportunity, and an equally strong quest for safety in the workplace. Through the chairman's tireless and meticulous stewardship, the Congress enacted such monumental legislation as the Elementary and Secondary Education Act, the Vocational Education Act, the School Lunch Program, and the black-lung benefits in the Coal Mine Health and Safety Act of 1969. These major programs reached out to children and adults who had been left behind in the wake of educational progress and economic prosperity.

Of course, CARL PERKINS' work remains unfinished. There would be no greater memorial to him than to continue the special work he began: to strive to educate those children who have been left out of the educational system, and to protect those workers who have been harmed by and who remain exposed to industrial hazards.

Mr. Speaker, our Nation will deeply miss CARL PERKINS. The Congress of the United States will be at a loss to find someone as capable, as committed and as compassionate to fill the void his death created. Congressman PERKINS was a distinguished gentleman and an inexhaustible crusader who was an inspiration to all of us in this House.

I extend my sympathies to his entire family at this difficult time. They can take comfort in knowing that his life was full of accomplishments, and that this Nation can never forget the important contributions that CARL PERKINS made to the people of the United States.

Mr. PENNY. Mr. Speaker, when you think of the title chairman—you think of someone like Mr. PERKINS.

He was a grandfather figure. He elicited the respect and exhibited the wisdom that comes with years of experience.

He was firm. No one doubted the authority of this chairman. Everyone trusted his word.

He was committed. He knew the importance of his role as chairman. He fought hard to protect and to promote the "people" programs under his jurisdiction.

He took care of his district. You had only to travel his district to understand the benefit of his work on education, health care and economic development programs.

He was true to his roots. Through his long tenure in Congress—he remained a "man of the mountains" of eastern Kentucky. He loved his district and its people and they loved him.

"He was a faithful friend;

"He was a loving husband and father;

"He was a noble, dedicated public servant;

"He was a good and honest man."

Thank you Chairman PERKINS for the example you set. Every time I hear or speak the title chairman—I'll think of you and miss you.

Mr. MILLER of Ohio. Mr. Speaker, I want to join my House colleagues today in paying tribute to a man who had great impact on the educational, health and welfare of this Nation over the past two decades.

CARL PERKINS was much more than a House colleague, since we shared a common interest in the concerns which historically involved the Bluegrass and Buckeye States. We shared a genuine interest in the economic strength and future of the entire Ohio Valley and a special interest in such monumental projects as the Gallipolis Locks and Dam undertaking. Citizens who reside in my congressional district worked in his. Constituents who lived in CARL PERKINS' counties of Kentucky worked in the industrial plants of southern Ohio.

The bond between CARL and I in this Chamber was a common bond. The bond is strong, as well, between the people of his district and the people of mine. Our loss, then, is their loss. And in a much greater sense, our loss is the loss to a nation that knew CARL PERKINS cared simply because he placed the concerns of people, and the needs of America, before any consideration of personal or political benefit.

I extend my deepest sympathy to his family.

Mr. MURPHY. Mr. Speaker, last month this Congress, and the American people, lost a great leader, the Honorable CARL D. PERKINS.

For those of us familiar with CARL PERKINS' long and distinguished record of having fought to alleviate the suffering of others—hungry children, unemployed workers or coal miners crippled by black lung disease—we will deeply miss his leadership and his faith in the Government's ability to help people.

As a member of the Education and Labor Committee throughout his 18 terms and its chairman since 1967, CARL PERKINS worked to protect the rights of the handicapped and the disadvantaged. Through his efforts as chairman of the Education and Labor Committee, the 1978 amendments to the Rehabilitation Act added new programs to expand employment opportunities and a new and innovative program was established to promote independent living of persons with severe disabilities.

CARL PERKINS would not shrink from any challenge if he believed in the human value of a particular program. For example, PERKINS forged ahead to help create Federal education,

employment and antipoverty programs, despite the constant attacks on these programs by this administration. It was his commitment to improving the quality of education that led Congress to pass, nearly two decades ago, the first major Federal program of aid to elementary and secondary schools.

Mr. Speaker, I know this Congress mourns the passing of one of its great leaders. I share the sadness of this Congress, and extend my sympathy to Verna Perkins, CARL's wife, and his family and friends.

As chairman of the Subcommittee on Select Education, I developed a great deal of admiration and respect for CARL PERKINS' work in improving the lives of handicapped adults and children. Chairman PERKINS was dedicated to the cause of protecting the rights of our disabled individuals.

Chairman PERKINS had been a major contributor to the growth and improvement of the National Vocational Rehabilitation Program through his legislative activities. The following list contains just a few of Chairman PERKINS' outstanding achievements:

First, in 1968, Chairman PERKINS was the principal sponsor of legislation which became Public Law 91-61, which provided for a National Center on Educational Media, and materials for the handicapped.

Second, in 1971, Chairman PERKINS was the principal sponsor of a bill to amend the Vocational Rehabilitation Act to extend and revise the authorization of grants to States for vocational rehabilitation service and other purposes. The bill which passed Congress on October 14, 1972, was vetoed by the President. On May 23, 1973 Chairman PERKINS sponsored a bill similar to the previous bills which was signed into law by the President.

Third, in 1974, Chairman PERKINS was one of four cosponsors of the bill which led to Public Law 93-516 which: extended authorization of appropriations in the Rehabilitation Act of 1973 for 1 year and transferred the Rehabilitation Services Administration to the Office of the Secretary of Health, Education, and Welfare; amended and strengthened the Randolph-Sheppard act for the blind; and provided for a White House conference of handicapped individuals.

Fourth, through his efforts as chairman of the Education and Labor Committee, the 1978 Amendments to the Rehabilitation

Act added new programs to expand employment opportunities and a new and innovative program was established to promote independent living of persons with severe disabilities.

As a member of the Education and Labor Committee throughout his 18 terms and as the chairman of the committee since 1967, CARL PERKINS had been an active participant in the struggle for the rights of disabled individuals. He has proven to be one of the strongest allies of Vocational Rehabilitation Services during the 1981 battle to prevent the inclusion of rehabilitation programs in a proposed block grant. He was essential to the successful vote to maintain the Vocational Rehabilitation Program as a separate and identifiable entity.

Chairman PERKINS' invaluable leadership helped promote and expand vital programs for our Nation's handicapped and disadvantaged. The effective and creative leadership of Chairman PERKINS will be missed by this Congress, and the American people. CARL PERKINS' deep concern for the dignity of those who suffer in our society, and his determination to alleviate this suffering, will continue to inspire us to protect and preserve the fundamental rights and protections of our most vulnerable citizens.

Mr. WEISS. Mr. Speaker, the Congress is lesser today with the passing of Congressman CARL D. PERKINS.

CARL PERKINS was a man of wisdom, skill, and compassion. As a former member of the Education and Labor Committee, I quickly came to admire and respect this slow-talking, unobtrusive Kentuckian as a shrewd and effective legislator who remained unswervingly devoted to the highest principles.

But it is not only the Congress that has suffered with his passing. The people of Kentucky have lost a friend who rose from their ranks and who always remained committed to their needs and their views. And students, workers, and poor people across America have lost an invaluable ally who stood for them when others would not.

Under the leadership of CARL PERKINS, the Education and Labor Committee produced some of the most important and far-reaching social legislation this country has ever known. Less than a year after assuming the committee chairmanship in 1967, he shepherded President Johnson's antipoverty program through the House without major alteration. His other important successes included the Vocational Education Act of 1965

and the Appalachian Regional Development Act of 1965. Millions of Americans have directly benefited from his work, including coal miners with black lung disease, lower- and middle-income college students, Social Security and medicare beneficiaries, and children who participate in school feeding programs.

During the first years of the Reagan administration, CARL PERKINS saw many of his most important achievements offered up as sacrifices on the budget-cutting altar. I shared his sense of frustration and outrage as the progressive achievements of many years suffered devastating cutbacks that resulted in nothing but misery and hardship, and I joined him in his attempts to salvage and rebuild these programs into what they were meant to be. With the passing of CARL PERKINS, the cause of compassion and fairness has been deeply wounded.

On this sad occasion, I wish to express my profound sorrow at the loss of my cherished colleague and to extend my deepest sympathies to the family, friends, and constituents of CARL D. PERKINS.

Mr. HARRISON. Mr. Speaker, last month the board of the Association of Urban Universities received a report from its Washington director, Jim Harrison, entitled "Crossing Troublesome Creek." That report was in the nature of a eulogy for our departed colleague, CARL D. PERKINS. It merits inclusion in today's Record for its insight into the late great chairman:

CROSSING TROUBLESOME CREEK

As I am sure most of you have heard by now, CARL DEWEY PERKINS, Member of Congress from the 7th District of Kentucky, and 17 years Chairman of the House Committee on Education and Labor, died on August 3rd.

The commonplace observation will be that education, or labor, or the people of the Kentucky hills, or the coal miners have lost a friend. And all these commonplaces will be accurate. The sophisticated observer of the Congressional scene will supplement those observations by remarking on CARL PERKINS' "shrewd use of parliamentary procedure" or his "seniority-based influence" to explain his monumental record of legislative accomplishment. I hope that those who, as I do, love CARL PERKINS and will honor his memory forever, will not take it amiss if I suggest that those journalistic shortcuts are mostly nonsense.

CARL PERKINS was not a student of the minutiae of parliamentary procedure, (though he knew well how the House functioned), nor was his unquestioned influence engendered by some kind of unthinking respect for seniority

(though only two other present Members of the House have served the House longer than he).

No, when CARL PERKINS won a legislative battle against the odds, when he whipped an unfriendly Administration, insolent bureaucrats and tough and sophisticated pressure groups (and he did all of that a lot), he usually did so because he was usually right!

One of my fondest memories of CARL PERKINS, as a parliamentarian, was that of a full Committee markup some years ago on a Black Lung bill. The chairman had moved an amendment to make it easier for those suffering from black lung to demonstrate that a lifetime spent in the bowels of the Kentucky earth had some connection with the shortness of their breath—and their lives.

One of Mr. PERKINS' distinguished colleagues, opposed to the amendment, made a very eloquent, a very learned and, to be honest about it, a logically and legally impeccable argument that the amendments were out of order. Mr. PERKINS presided over the discussion with the gentle patience and good humor which were his trademark. He offered no parliamentary rebuttal, probably because there was none. He had made his case earlier on the facts of the tormented lives black lung sufferers know.

When his colleague ended listing the citations, analyzing the precedents and quoting the cases, Chairman PERKINS simply said "The gentleman may well be right. Is there objection to the adoption of my amendments?"

There was none, of course. In the silence that ensued, as the Chairman waited patiently for objection, it became perfectly clear that no one could bring himself to fight against CARL PERKINS' compassion for the dying on the basis of parliamentary considerations alone.

Similar, perhaps less well encapsulated stories can be told about CARL PERKINS' life-long effort to bring education to the educationally deprived, school lunches to hungry children, student assistance to those for whom college had never been even a dream, safety in the mines and construction sites and—the list is long and moving. He did what he needed to do to accomplish what a nation needed to have done.

Another commonplace I have noticed in the obituaries is that much of what CARL PERKINS did is "no longer fashionable". Unfashionable may be the mot juste, but it was never a word to bother CARL PERKINS. Those whose compassion begins and ends with the tax returns of the very-well-to-do may find a concern for the necessitous and a penchant for wearing white socks and brown shoes on the House floor to be equally unfashionable. And those gentlemen may well be right. But the Recording Angel will probably spend more time looking at the statute books than at CARL's socks.

There are two kinds of legislators—and we need both of them. There are those—you know some of them—who will appeal convincingly to your intellect, jabbing their index finger into your chest as they make each statistically unassailable point. And there are those who will fold you in one great arm, hugging you to their great heart, while simply relying on your sense of decency. The world's intellect often needs to be prodded by the jabbers. But enough can be enough. In the long run, it is the huggers who do the great things. In the long run, they are irresistible.

I have tried, in these pages, to sum up a man who defies summation. Could it be that he was just not complex enough to be easily characterized and filed

away? Perhaps the closest anyone has come to a definitive statement came from one of his neighbors back home.

CARL was buried just across Troublesome Creek, in Knott County, Kentucky. Hundreds of his colleagues, political figures whose lives had touched his, labor leaders, educators, and the people of the hills came to the funeral. It was, according to the Troublesome Creek Times, the biggest such event in Knott County history. The front pages and editorial pages of the Troublesome Creek Times were filled with the usual quotes from the usual notables. But in the back pages, where for years, Bertha Gayheart and Daisy Hall and Martha Baldridge have reported about the lives of their neighbors in Garner and Beaver Creek and Caney and Red Fox and Mousie, they all paused among their account of the births and deaths and church socials, to comment on how their neighborhoods were affected by CARL's life.

Bertha Gayheart said this: "CARL was raised poor just like the rest of us, but he never got above his raising." In the press galleries and cocktail parties, this could be taken as a put-down. God knows it was not.

Mr. RANGEL. Mr. Speaker, our dear friend, CARL PERKINS, was truly a stalwart and distinguished Member of our House of Representatives. His leadership of the House Committee on Education and Labor for the past 17 years enabled the House to pass some of the most valuable social legislation of this century. His efforts on behalf of the homeless, the poor, and the disadvantaged served to benefit all Americans. And his valuable contributions stand as a hallmark of how much can be achieved by hard work and sheer determination.

He was a big man, both in body and spirit. And he was an ally to all who would address the concerns and needs of the less fortunate among us. He represented his district as well as any Member of Congress, and he stayed in touch with those he so ably represented.

Mr. Speaker, CARL PERKINS' legacy was one of progress and hope. We can give no greater tribute to him than to pursue most diligently those principles that he so vividly etched for us in this House.

Mr. JACOBS. Mr. Speaker, in doing this tribute to our dearly departed colleague, CARL PERKINS, Bill Natcher does honor to this House and one of its historic giants.

CARL PERKINS began his congressional service in 1949 when my father, Andrew Jacobs, Sr., came to Congress. CARL and my father became friends forever. And CARL was like a father to me when I arrived in 1965.

When the Federal programs which reflected the best instincts of all Americans were under forceful attack early in this

decade, CARL kept the faith and stood at the bridge to defend them.

Generations yet unborn will be in CARL's debt as they live in an ever-better America because of his vision of education and therefore liberty and justice for all.

He was a friend of mine. And I hurt at his loss.

Mr. KASTENMEIER. Mr. Speaker, I firmly believe that every governmental body, every organization, every collection of people brought together for a specific purpose, needs individuals who are there to remind them that, above all, one must not forget basic human values in making decisions.

This governmental body lost such an individual when we lost CARL PERKINS last month.

The Congress of the United States, I suspect like legislative bodies everywhere, deals mainly in the abstract. We deal with blueprints for programs, statistics to verify needs, and hope that somehow our vision is ultimately vindicated by the results of the programs we enact.

CARL PERKINS was unique. The abstract, for him, was of least concern. His focus was always on people—children who go to bed hungry at night, coal miners crippled by black lung disease, working families suffering as a result of unemployment, the youth of our country who deserve the best possible education we can provide them.

This has been particularly evident in the past 4 years as he fought relentlessly as chairman of the Education and Labor Committee, to preserve programs targeted for serious reductions or total extinction. Programs to feed children, to help provide a college education for millions of young people, jobs programs for the millions unemployed as a result of economic policies of the past 4 years. His persistence and dedication to those human values which he so cherished, played an enormous role in reversing some of the cuts of recent years in these programs and warding off even further reductions in other programs.

For this special man very little was abstract; virtually everything took on a very personal meaning.

I recall this characteristic when dealing with him back in 1978 on the matter of adding the city of Ashland in his congressional district as an additional place of holding Federal court in the eastern district of Kentucky. The Judiciary Sub-

committee on Courts, which I chair, has jurisdiction over authorizing new places for holding court.

It is common practice for the staffs of subcommittees to work closely with the staffs of the particular Member of Congress whose district is potentially affected by legislation. It is also common practice for the Member of Congress to make contact with the subcommittee chairman to express personal interest in the legislation. But, CARL PERKINS was not a common man insofar as representing the needs of his constituents.

My subcommittee staff relates the instance whereby one morning a tall, lanky gentleman came into the subcommittee office, asked for the staff person handling the court reorganization bill, walked over, sat down at that person's desk, who at first did not recognize the gentleman from Kentucky, and patiently waited until he finished a lengthy phone call. In a most unassuming, but persuasive manner, he made his case and ultimately the addition was made in the final bill. In this personal manner, without pretense, CARL PERKINS served as a quiet giant in the House of Representatives.

Mr. Speaker, this quiet, but forceful voice for social justice has been silenced. But CARL PERKINS left behind a legacy of programs for the poor, disadvantaged, children, working families, and countless others for whom he worked so hard that will live as testament to his kind heart and strength as a legislator.

My sympathies are extended to his family. We will miss CARL PERKINS.

Mr. HAWKINS. Mr. Speaker, I want to express my profound satisfaction with the passage of the House Talented Teacher Act, which will encourage and inspire students to pursue a teaching career and to keep talented teachers in the profession.

I am especially pleased that the scholarship program will be named after our great colleague, CARL PERKINS, whose untimely death was a shock to all of us. CARL PERKINS leadership on the Education and Labor Committee opened the way for significant and lasting opportunities for our Nation's citizens. He was continually seeking to make America a better place for all Americans, and consistently and tirelessly sought alternatives

to the social and economic deprivations experienced by those who at times were leaderless and friendless.

Among CARL PERKINS' legislative triumphs were landmark measures such as the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965 and the provision for black-lung benefits in the Coal Mine Health and Safety Act of 1969.

He helped to spearhead Lyndon B. Johnson's war on poverty and took on the task of eradicating human conditions of illiteracy, malnutrition, and joblessness. He revered the words of John F. Kennedy that "a child miseducated, is a child lost" and set into motion a number of sweeping education measures to combat ignorance and poverty.

CARL PERKINS left this Nation a treasured legacy—one which we will continue to honor in his memory.

Mr. BONKER. Mr. Speaker, the news of CARL PERKINS' passing comes as sad news to me personally, and it is a heavy loss for this House, the people of Kentucky and the Nation as a whole.

Chairman PERKINS will be remembered as a truly great Member of the U.S. Congress. He leaves behind a legacy of social, educational, health, and job-training programs, many of which he personally authored in his 16 years as chairman of the House Education and Labor Committee.

His personal gifts will be sorely missed as well. CARL PERKINS was a tough, formidable chairman, but he was also fair-minded, compassionate and a deeply principled man. Everyone in the House loved and respected the gentleman from Kentucky.

Recently, I had the privilege of working side by side with Chairman PERKINS to enact equal access legislation to protect high school students' free speech rights, particularly in the area of religious speech. Without the tenacity, faith and near genius leadership of CARL PERKINS, this measure would never have become law.

On the week he died, I wrote to Chairman PERKINS to express my appreciation for his work on the equal access bill. Here is what I said:

All of us who believed in equal access are indebted to you, Mr. Chairman, for your tenacity and adroit handling of the issue. There is simply no way this

proposal could make it to the President's desk without your faith and unrelenting efforts.

I am personally grateful for the occasion to work closely with you. Having seen a master at work, I am much wiser of the ways of the House than before.

CARL PERKINS possessed the energy and enthusiasm of a new Member while displaying the shrewdness and authority of his 36 years in Congress. His work was a testimony to his effectiveness. He won passage of the equal access measure, steered legislation through the House to preserve many critical education programs, secured $1 billion to boost math and science education, and was actively involved in the complex floor battle over school prayer.

As too often is the case when someone close has died, I regret not having taken the initiative to tell CARL PERKINS how much I appreciated him as a colleague and as a friend. Hopefully he knew and understood how many of us felt about him. We in the House and the American people are far richer for his many years of distinguished public service.

Mr. RAHALL. Mr. Speaker, from the time I came to the House of Representatives in 1977, I valued CARL PERKINS as one of my closest friends and advisors. We shared similar congressional districts, even though they were in two different States, that produced one of the world's greatest resources—coal.

The coal miners of Kentucky and West Virginia have always held a special place in their hearts for CARL PERKINS, for he was the man who fought and won for them compensation and protection from the chief hazard of their profession, black lung disease.

I am honored to have joined CARL PERKINS in his fight, because we both knew of the horrible effect this disease could have on these brave individuals. But it was not the only fight CARL PERKINS waged.

As chairman of the House Education and Labor Committee, CARL PERKINS held firm against budget cuts, regulatory red-tape, and nearly every other attempt of various administrations to gut valuable social programs. He carried out this task as a labor of love, because he knew he was serving not only his constituents, but people all over this great land who needed someone to take up their cause, and CARL PERKINS did it with delight.

To show the depth of love and respect the people of West Virginia had for their neighbor, I would like to share with my colleagues an editorial that appeared in the Huntington, WV, Herald Dispatch, on the day of CARL PERKINS' funeral:

CARL PERKINS NEVER STOPPED WORKING FOR FOLKS BACK HOME

Funeral services will be conducted today for a Kentucky legend—Rep. CARL D. PERKINS.

The 71-year-old Hindman, Ky., native, who died Friday, had served in the House for 36 years, making him one of that body's most senior members. But despite his long tenure on Capitol Hill, he never forgot his Kentucky roots—and never stopped working for the people he represented.

As Kentucky Gov. Martha Layne Collins has said, his strength "was that the people he represented always came first. He never sought headlines. He remained unassuming. He retained the ways of his native Hindman."

Born Oct. 15, 1912, PERKINS was first elected to Congress in 1948 after twice serving as county attorney in Knott County and in the Kentucky House of Representatives. But it was with his appointment as chairman of the House Education and Labor Committee in 1967 that he truly came into his own.

As chairman of that key committee from the liberal spending days of Lyndon Johnson through the belt-cinching years of Ronald Reagan, PERKINS authored legislation designed to bring improved education, job training and medical care to poverty-stricken eastern Kentucky. Much of that legislation eventually became national in scope.

The Vocational Education Act of 1963, the Secondary Education Act of 1967 and the Coal Mine Health and Safety Act of 1969 are but three of the landmark bills that Perkins pushed to enactment.

PERKINS was stricken by a heart attack Friday while flying from Washington to Kentucky. The trip was a typical one for him—a visit to a mountain school at Blackey, Ky. As an aide explained: "There is a little school up there and they were having a ceremony of some kind and wanted the Congressman to attend. It was nothing formal but he wanted to go by and visit them."

That was the kind of Congressman CARL PERKINS was. And that's why he will be sorely missed.

Mr. HAMMERSCHMIDT. Mr. Speaker, CARL PERKINS was certainly a man who truly believed that Government could help people obtain the American dream, and he made that dream a reality by making Government work.

From the School Lunch Program, to providing education for the disadvantaged and assistance for those seeking higher education, CARL PERKINS and the work he did as a member and chairman of the Education and Labor Committee touched literally hundreds of thousands of lives.

As author of the Elementary and Secondary Education Act and the Vocational Education Act, CARL PERKINS' efforts have

enabled millions of young Americans from disadvantaged areas to obtain useful educations.

Most recently, Congress approved legislation authorizing scholarships—named in honor of CARL PERKINS—to draw bright students into teaching and to keep good teachers in the profession.

His commitment to our Nation's coal miners was evidenced through his authorship of Federal black lung legislation which enables coal miners who have sacrificed their health to receive just compensation.

Mr. Speaker, all of our colleagues are aware of CARL PERKINS' contribution to this body which strengthened our Nation's commitment to the disadvantaged and disabled. But I have a great personal affection for the man, who when I arrived in Washington, took the time to guide me through the intricacies of the legislative process.

CARL PERKINS will be missed by everyone who looks toward Congress as a body of compassion and good will, by our colleagues who value leadership and understanding, and by those whose lives CARL PERKINS touched as a man, a legislator, and a friend.

Mr. CHAPPELL. Mr. Speaker, I commend the gentleman from Kentucky [Mr. Natcher], for calling this special order to honor our dear late colleague, CARL PERKINS.

CARL was truly a giant of the House of Representatives. He came from Kentucky to this body in 1949, as part of a great class of freshmen that included my good friend from Florida, Charlie Bennett, the chairman of the Judiciary Committee, Peter Rodino, and Clem Zablocki, the chairman of the House Foreign Affairs Committee who passed away less than a year ago. In this class of outstanding freshmen who went on to greatness, CARL stood out for his leadership as chairman of the Education and Labor Committee over the last 17 years. Most Federal programs in the areas of education and labor today bear witness to his strong concern for children and working men and women.

As chairman, CARL PERKINS was instrumental in managing many of President Johnson's antipoverty initiatives on the floor of the House. These programs were vital to the well-being of the people in CARL's district, located in the mountains of eastern Kentucky. His constituents were mindful of this, and

since 1968 he received over 70 percent of the vote in every election but one.

CARL recently received widespread attention for his instrumental role in congressional passage of the equal access bill. I know it was not easy for him to buck the leadership on this issue; CARL had learned the value of party unity from Sam Rayburn. However, he felt that the issue of allowing student religious groups the same right to gather as other student groups was important enough for him to take this step, and the Equal Access Act, which has been signed into law, is a monument to CARL PERKINS' legislative skills and his common sense approach to Government.

Finally, I would like to say in closing that I feel a deep sense of personal loss over the death of CARL PERKINS. Having served together since 1969, I was deeply saddened and shocked to learn of his passing. Incidentally, CARL and I shared a strong love for horses; his home State of Kentucky being prime horse country, as is the Marion County region of Florida in which I was born and raised. We often discussed this topic during quiet moments on the House floor, and I felt a special kinship with him.

CARL was always a pleasant, amiable man with a kind word for everyone, and I know that I speak for my colleagues, past and present, when I say that we all benefited from his friendship. My sympathies go out to CARL's widow, Verna, and his son, State Representative Chris Perkins, who has been nominated to succeed him. Our condolences must especially go to the good people of eastern Kentucky, who have been deprived of his outstanding representation in Congress, and to the students and workers of all the United States, who have lost a great champion.

I thank the gentleman for permitting me this opportunity to pay tribute to CARL PERKINS, and I appreciate his calling this special order.

Mr. STOKES. Mr. Speaker, I would like to thank my distinguished colleague, the gentleman from Kentucky and chairman of the House Labor, HHS, Education Appropriations Subcommittee, Mr. Natcher, for reserving this time to pay tribute to our colleague, the late Chairman CARL D. PERKINS. Mr. Speaker, I was shocked and saddened to learn of the passing of

CARL PERKINS on August 3. With his death, this House and this Nation lost a great leader and a good friend.

Upon learning of CARL's death, I thought a great deal about his career in public service which spanned over four decades. I know that Members of both sides of the aisle will agree that CARL PERKINS was truly a great statesman.

Since his first election to the House of Representatives in 1948, CARL D. PERKINS worked vigorously to strengthen this Nation and particularly its disadvantaged citizens. Most of the great society programs, antipoverty programs, and job training programs such as the Humphrey-Hawkins bill would not have been enacted if it had not been for CARL PERKINS. For that, the American people and the people of the Seventh District of Kentucky have much to be proud and thankful.

Mr. Speaker, when I first came to the Congress, my initial committee assignment was on the House Education and Labor Committee. CARL PERKINS was chairman of the committee. Although I served on the committee for only 2 years, I had a firsthand opportunity to get to know CARL PERKINS. As a result of that association, I formulated a high regard for CARL's legislative ability. Moreover, Mr. Speaker, I developed a deep sense of respect for CARL's compassion and commitment to the American people.

After I left the committee, I still had the occasion to make appearances before Chairman PERKINS and the Committee on Education legislation which I sponsored. I also appeared before the committee, on many occasions, to introduce my former superintendent of schools, Dr. Bridges. Each time, CARL PERKINS was courteous, considerate, and patient.

He was that kind of individual. He was always concerned about his fellow man whether they resided in his home of Hindman, KY, or walked the streets of any city of America.

Through the years, my respect and admiration for CARL grew. I know that many of my colleagues share that assessment of CARL.

I will miss his compassion and dedication to the Congress, to America, and to the people. At this time, I send my condolences to his family and his constituents.

Again, thank you Mr. Speaker and Mr. Natcher for allowing me to join in this tribute to my friend, the late CARL D. PERKINS.

Mrs. BURTON of California. Mr. Speaker, I would like to join my colleagues in paying tribute to CARL PERKINS.

CARL and I were friends for many years before I came to Congress and he was my subcommittee and full committee chairman over the past year. My husband Phillip served with CARL on the Education and Labor Committee for almost 20 years.

As a legislator, he had few equals. His record of achievement in education is historic; his commitment to education was strong long before it became the latest political trend.

CARL PERKINS was champion of the powerless—he used his influence and power for those who had little of their own. His mighty ambition was to ensure that these people worked in safe places, that they had adequate nutrition, and that they had good schools for their children. Millions of families throughout this country live better lives because of his work.

This body will miss him. We look forward to his son, Chris, carrying on his fine tradition in the House.

Mr. CARR. Mr. Speaker, I am truly saddened over the passing of our friend and colleague CARL D. PERKINS. He was a good man, a fine and able Congressman, and truly a man of the people from the rolling hills of Kentucky. His life was dedicated to the belief that government should be a positive force reaching out to help the less fortunate in our society. The great improvement in the quality of the lives of the people in the Seventh District of Kentucky is a monument to his achievements.

Millions of Americans have benefited enormously from CARL PERKINS' efforts on their behalf. Students from disadvantaged areas have gained a valuable education, and been given the means to better themselves, by the 1963 Vocational Education Act and the 1965 Elementary and Secondary Education Act. CARL PERKINS wrote and played an instrumental role in the passage of both of these acts. He had a strong commitment to the goal of improved educational opportunities for all Americans and great strides were made under his leadership.

Education was not the only area where CARL PERKINS worked to help those in need. Coal miners in Kentucky and elsewhere across the Nation who suffer from black lung disease now receive deserved compensation, largely thanks to CARL PERKINS. The Johnson administration's War on Poverty

Programs were passed under his guiding hand. Always a man of principle, he was 1 of only 11 Southern Democrats in the House to vote for the Civil Rights Act of 1964. In this and so many other ways, CARL PERKINS demonstrated what a great man he was. I have nothing but praise for him, and we are much the poorer for his absence.

I wish to express my sincere condolences to his family and to his wife Verna. He will be missed by all of us.

Mr. LONG of Louisiana. Mr. Speaker, during his 35 years as a Member of the U.S. House of Representatives, CARL D. PERKINS served a constituency far broader than his own. His eastern Kentucky mountain district strengthened the Nation by providing an effective spokesman and tireless worker for the poor, the old and disabled, the educationally deprived, the hungry, and those whom the economic system left behind.

He was born and brought up among the poor. Although a long career of distinguished public service brought him many honors and gained him wide recognition in the world, CARL shunned the trendy sophistication of the hour. He held fast the simple beliefs and direct action of his heritage.

CARL PERKINS was an early advocate of Federal aid to education, a position spurred by his firsthand knowledge that the children of the poor were triply handicapped by inadequate schools, poor nutrition, and limited career opportunities. After years of stalemate in a hostile Congress, CARL finally prevailed when the landmark Elementary and Secondary Education Act was signed into law in 1965. Also, he sponsored the Vocational Education Act of 1963 which expanded and unified prior Federal programs in that field. And 5 years later, he steered to passage the 1968 amendments which authorized Federal support for vocational education on a scale never before thought possible. His long-fought-for Adult Basic Education Act became law in 1964.

CARL was an early and enthusiastic supporter of President Lyndon Johnson's War on Poverty and a key sponsor of the Economic Opportunity Act of 1964. During the early years of the Office of Economic Opportunity's efforts to stimulate jobs, training, health care, and organization of the underprivileged of society, CARL was the agency's champion in the House. Some of the more conservative interests of the House and of the country were unnerved by OEO's success, and the agency

was threatened with extinction when it came up for reauthorization in 1967. CARL worked endless hours during the first months of his chairmanship of the Education and Labor Committee and glued together a successful coalition that astounded OEO's friends as well as its enemies.

When the Nixon administration came to power in 1969 with the announced intention of dismantling the antipoverty program, it was the silhouette of CARL PERKINS that appeared on the battlements to rally the troops and wave the banner of the poor against the attack.

CARL's advocacy and strong leadership in enacting student aid legislation made it possible for thousands of poor young people to attend college and move on to successful, contributing careers.

He is recognized throughout the Nation for his work in support of child nutrition and school feeding programs which immensely benefited poor children.

He has been a strong force for area development legislation which he viewed as a tool to provide jobs, decent public facilities, and an end to the isolation that weighs so heavily upon poor people.

Because he has seen hundreds of coal miners in his native Appalachia sicken and die with pulmonary diseases induced by coal dust in the workplace, CARL wrote and literally hammered to passage the black lung benefits provision of the Coal Mine Health and Safety Act of 1969. He thereby brought recompense to thousands of American miners and their families for whom industrial disability would have meant the end of income and the rapid descent into poverty and want.

There is no way to adequately reiterate the accomplishments of CARL D. PERKINS. But his eminent role in the Congress is very clear: The No. 1 public servant of the poor.

Mr. KINDNESS. Mr. Speaker, the death of our colleague, CARL D. PERKINS, is an inestimable loss to the Congress of the United States. There are no words to describe the breadth of his influence in this Chamber.

CARL PERKINS will be remembered as a friend of the working man and a friend of education; but his devotion to the people of eastern Kentucky, to the people of his country, and to the institutions which protect our freedom reached far beyond the interests of any specific constituency. Among the many men

and women who have served so well in this body, he was truly a giant.

Many of CARL's constituents were descended from the settlers who came to Kentucky with Daniel Boone, and everything about CARL, from his soft voice to his perpetual grin, reflected his mountain heritage. Is it any surprise that he was a major figure, a pioneer, in the fields of education, social services, and labor?

The many laws and programs that bear his imprint will assure that CARL PERKINS will not be forgotten. But those of us who were privileged to serve with him will not only remember his accomplishments, we will remember his friendship as well. CARL was determined and tenacious, but he was also gentle and kind.

CARL PERKINS was the embodiment of all that is honorable and upright in public service.

Mr. BURTON of Indiana. Mr. Speaker, I was not going to take a special order today. I would just like to start off by saying I wish I had known CARL PERKINS better. I have listened with a great deal of interest to all of the remarks that were made about him today and he must have been a giant of a man and I have only been here one term and I did not have a chance to get to know him better. But I think I would like to be a lot like him and I would like to say that to his friends and relatives who are with us today. I wish I had known him a lot better.

Mr. FUQUA. Mr. Speaker, it was with great shock and sadness that I learned of the passing of our colleague, the Honorable CARL PERKINS on August 3, 1984. CARL PERKINS was both a personal friend and a friend of the Committee on Science and Technology. He was a man of unswerving integrity and of dedication to the programs in which he believed whether or not they were in fashion with an administration. There never has been and may never be again a more knowledgeable and articulate spokesman for Federal education programs. In his 17 years as chairman of the Committee on Education and Labor he did as much as anyone to invent and fashion the current Federal role in education. He was a leader in the development of employment and antipoverty legislation and a strong advocate for the use of coal. Those of us who survive him have

lost a mentor and a legislative force to be reckoned with. The fact that he did not have a serious challenger in almost 30 years in a bipartisan State says much about the respect and admiration that Representative PERKINS enjoyed both at home in Kentucky and here in the Nation's Capital.

We on the Committee on Science and Technology were honored to work with Representative PERKINS many times over the years on matters of lasting importance. I remember with gratitude in the early 1970's Congressman PERKINS' effort to help launch a synthetic fuels industry. He was cosponsor with our great former chairman, Olin Teague, in the 93d Congress of the first serious effort to establish loan guarantee programs for new technologies using our vast coal resources. Representative PERKINS supported these programs with equal tenacity during the early years when the technologies were emerging into public awareness, during their popular years when they were touted as the primary answer to our energy problems of the future, and in the latter years when they had lost some of their popularity. CARL PERKINS had been around Washington long enough to know what he believed in and he stuck to his guns.

He also exerted strong leadership in those problems directly affecting his district, coal mining health and safety, and flood control. When he came to Congress there was no Federal legislation on health, and only very limited requirements for mine safety. He was among the first to push for stronger coal mine health and safety legislation, and worked very hard in the 1970's to assure that the legislation then on the books was implemented for coal miners and their families.

He was well aware of the enormous benefits of proper flood control in the area of eastern Kentucky which was plagued by floods. Through his unrelenting efforts the Tug Fork River and others along the Big Sandy were dammed. As a result, millions of dollars in property losses did not occur and many lives have been saved.

It also has been a great pleasure over the years to work with CARL PERKINS in an area of crucial importance to both of us, scientific and technical education. For these programs, Representative PERKINS' last year was one of his most effective. He was a moving force behind the recently enacted legislation to boost the quality of math and science curricula and teacher

training that were considered both by the Education and Labor Committee and the Committee on Science and Technology. He is the father of this year's vocational education amendments that will make sure that the Nation's vocational schools participate fully in the current technological revolution. He also was a prime mover behind the computer literacy bill which may soon be considered on the floor of the House of Representatives. We can all be grateful that this work was well underway before Representative PERKINS was taken from us.

Mr. Speaker, as you and I well know from years of firsthand experience, CARL PERKINS was one of the true giants of the House of Representatives and he is sorely missed by those of us who knew and respected him.

Mr. SAM B. HALL, JR. Mr. Speaker, for over 35 years our dear friend and cherished colleague, CARL PERKINS, was an imposing figure in the Congress. His name is synonymous with landmark social legislation that has had a monumental impact on the body politic. His success as a legislator is legend, and an incredible amount of statutes bear his name as author.

When CARL PERKINS departed this life he was in the process of doing what he had done for 35 years; namely, returning to eastern Kentucky to meet with his friends and constituents. He loved the people of eastern Kentucky and he fought tenaciously for them. His people loved him too, and the proof is found in the overwhelming majority he received every other November at election time.

CARL PERKINS was the epitome of the Kentucky gentleman. He was courtly, generous, and kind. As he moved about the Halls of Congress, no one was a stranger to him. He knew no class or priority of class. He was an egalitarian in the classic sense, a man who loved democracy, preached democracy, and practiced democracy.

As I pointed out, so much legislation bears his name until a recapitulation would be almost impossible. He awakened the Nation to the plight of the poor. He fought for the working men and women. He believed in education, quality education and universal education for all our citiziens, and again, far-reaching, landmark educational measures bear his name and his genius. In short, he knew how to legislate, and when the

future historian writes the utimate handbook on how to legislate that historian can use CARL PERKINS as his role model.

Kentucky, the Nation, and Congress will sorely miss CARL PERKINS. He was a giant of a man, the kind of man that can only be produced by a free society that places ultimate value on the wealth and dignity of its citizens. He excelled in every aspect of citizenry and public service—a combat soldier, elected official, community leader, family man, and a person of deep and abiding faith in the Almighty.

Mr. Speaker, the CARL PERKINS kind of man is not easily replaced, and in the months and years ahead, we'll all realize this more and more. We've lost a great friend, and I for one will cherish his memory.

Mr. NICHOLS. Mr. Speaker, good words are all I know to say about CARL PERKINS, because he was that sort of Congressman. Whether you agreed with him or not he never lost his temper in dealing with his colleagues on the floor.

CARL had special feelings, special love, and special devotion for the people he represented in the great State of Kentucky. He was especially mindful of those individuals throughout America, through no fault of their own, were not privileged to get an education, and he spoke for them continuously in the Halls of Congress.

I was not privileged to attend his funeral because of other commitments, but I understand there was a tremendous outpouring of affection from all walks of life, and that the numbers were so large that many had to stand on the outside.

Mr. Speaker, poets have written, "lives of great men all remind us, we too can make our lives sublime and departing leave behind us footprints on the sands of time." CARL PERKINS left footprints—great footprints—deeply imprinted on the hearts and lives of those of all races, creeds, and colors, who because of his untiring efforts, received a better education and a better place to live. He did all of these things because CARL PERKINS cared. I extend my deepest sympathy to his entire family in their time of need.

Mr. RUSSO. Mr. Speaker, the sudden death of Congressman CARL PERKINS is a great loss to us all. This fine gentleman and highly respected Congressman for over 35 years served his constituents, his State, and his country with wisdom and un-

flagging commitment to his work as a representative of the people. It's hard to believe he won't be here anymore, to guide us, inspire us, and demonstrate the finest skills of legislative work.

Someone once said that there is no outward sign of true courtesy that does not rest on a deep moral foundation. Representative PERKINS' courtesy indeed came from the heart, and it was a pleasure to know him and be the recipient of his kindness and consideration. In his personal relationships and in his work he always acted with respect for the opinions and feelings of others and this served him as well as the process well.

He will be greatly missed, but he leaves behind a rich legacy of legislation that benefited many and will serve as a lasting memorial to this good man.

Mr. SEIBERLING. Mr. Speaker, I rise today to pay tribute to an outstanding Member of Congress and a good personal friend, the late CARL D. PERKINS.

CARL PERKINS devoted most of his professional life to improving education in this country. Few Congressmen have had a greater impact on their colleagues and this Nation. As dean of the Kentucky delegation, and as chairman of the Education and Labor Committee since 1967, CARL PERKINS was the driving force behind Federal aid to education and to students. His legislative accomplishments are well known. He was the author of the landmark Elementary and Secondary Education Act of 1965 and the Vocational Education Act of 1963. He was an outspoken advocate of student aid programs, including Federal scholarships, work-study, and student loans. In 1978, he engineered passage of the Middle Income Student Assistance Act which for the first time extended Federal education benefits to students from middle income families. And he was the primary founder and a fierce supporter of the School Lunch Program. If anyone in Congress deserves the title of "Mr. Education," it is CARL PERKINS.

Early this year, CARL accompanied me back to my district, where he met with educational leaders, parents, students, and others interested in education issues. Through similar discussions around the country, Congressman PERKINS kept in touch with the concerns and needs of the people most directly affected by the decisions we make here in Congress. He always spoke up for providing educational opportunities to the poor

and disadvantaged so that they could improve their chances of sharing in the "American Dream." He never forgot the people whom he was elected to serve.

In addition to his many professional achievements, he was a compassionate, genuine, unpretentious, warm, and sympathetic person. He was a close friend and an admired colleague. With his death, this Nation lost a great Member of Congress and an outstanding human being. It is a privilege to join with so many colleagues in honoring this humble, great man.

Mr. WHITTEN. Mr. Speaker, I can add little to the many, many fine statements made about our late friend and colleague, CARL PERKINS of Kentucky. I merely say that I concur with those statements and when the record is written of the thousands of Members of Congress, CARL PERKINS will stand out as one of the most effective Members; one who never lost sight of the people he represented nor of the rightness of his position as their spokesman.

CARL leaves a deep imprint on our country and thousands of people are better off because of his service.

We extend to his family our sympathy and understanding. We have lost a friend and the country has lost a great man.

Mr. DINGELL. Mr. Speaker, I rise to express my great sadness at the loss of our great colleague, CARL PERKINS of Kentucky. I want to thank my good friend from Kentucky, Mr. Natcher, for arranging this special order; there is no Member and no chairman more deserving of the thoughts expressed by our colleagues than CARL.

Ever since I first came to Congress nearly 30 years ago, CARL PERKINS served as a model for me and for other Members of this House. He was always honest, always honorable and always caring.

CARL PERKINS worked unstintingly for Americans in need. The list of his legislative accomplishments is extremely long, and I must say that his view of what our Federal Government should do for our people was invariably consistent with my own.

CARL PERKINS believed, deep in his heart, that there is a covenant between our Government and our people, that there is a faith which must be kept.

In education, in workplace safety and workers' health and compensation, in black lung benefits, and in hoards of other areas, CARL PERKINS acted on his beliefs. More, of course, he acted fairly and successfully. Over the years, I should add, CARL PERKINS assembled a superb staff who shared completely his sense of fairness and his vision for our country.

CARL PERKINS was a great Member of Congress and a great committee chairman. More than that, he was a great American. I will miss him, and want to express my deepest sympathy to his family, for I grieve at their loss.

Mr. MCDADE. Mr. Speaker, I commend my colleague from Kentucky for taking this special order to commemorate our late colleague, CARL PERKINS.

The House of Representatives has lost one of its truly great humanitarians. Congressman PERKINS devoted his life to improving the lot of others, particularly his constituents from the hollows of Kentucky.

CARL PERKINS was determined to make life better for succeeding generations and to improve opportunity for everyone, particularly the physically handicapped, economically disadvantaged and poorly educated.

Every major piece of legislation coming through the House of Representatives dealing with education or rehabilitation in the last 36 years bore his stamp. While it would take hours to review his entire legislative record, I would like to remind my colleagues of just a few of his legislative contributions.

Significant improvements were enacted in the Vocational Rehabilitation Program as a result of his efforts. He helped enact the war on poverty which established many new innovative programs to help the economically disadvantaged. He played a major role in the enactment of the National Defense Education Act which ultimately led to expanded student grant and loan programs for higher education so that no one would be denied higher education due to the lack of financing. He was the major sponsor of the Education of All Handicapped Children Act—Public Law 94-142. This act opened public education's door to physically and emotionally handicapped children and provided assurance that their educational needs would be met.

Congressman PERKINS was also a strong supporter of the School Lunch Program and spearheaded the drive to provide

free and reduced-price lunches as well as initiating the Breakfast Program.

The Seventh District Congressman can certainly be used as a role model for those Members who place top priority on serving the needs of their own constituents. However, it was not only the residents of the Seventh District of Kentucky who profited from the programs that resulted from Congressman PERKINS' work, but economically and educationally disadvantaged across the Nation.

With these major programs in place, it is up to those of us who follow him to make sure that they live up to his expectations.

Mr. DANIEL. Mr. Speaker, our friend and colleague, CARL D. PERKINS, left a lasting imprint not only on the memory of those who served with him but on the history of America.

His devotion and dedication to the cause of education are reflected in the legislation which bears his name or which came out of the Education and Labor Committee, which he so ably chaired. CARL took pride in his roots. He was an able representative of rural America; yet he recognized that education is perhaps the single most valuable asset a young person can have. He strove hard to make education more available to the average person—and insisted on making that education of the highest possible quality.

In his quiet, unobtrusive way, CARL became one of the most effective legislators in Washington. The reservoir of respect which he built over the years started with a solid foundation of basic values. Whether it was education, tobacco, labor legislation, or any of the other host of areas in which he maintained an interest, he was zealous in behalf of those he represented and recognized his role in behalf of the national interest.

CARL is missed by all those who knew him, but his family can take consolation in knowing that he left his imprint for good.

Mr. BIAGGI. Mr. Speaker, more than a month has passed since the stunning news came of the sudden death of our beloved friend and colleague CARL PERKINS. Yet, as I participate in this special order today with so many of my colleagues—I still grieve over the enormity of this loss—to this institution—to this Nation and to me as an individual.

CARL PERKINS was returning home to his Kentucky district on Friday, August 4, when he was struck with the fatal heart attack. He was doing what he had been doing for each of the almost 36 years that he served the people of the Seventh Congressional District—he was going home to them. CARL PERKINS served longer than any other Member of the House of Representatives from Kentucky. History may well record that no one served any better.

On this occasion we try and discuss the individual relationships we had with the gentleman from Kentucky, CARL PERKINS. Mine was an especially close and rewarding one for I served with CARL in the arena where his influence was the greatest—on the House Education and Labor Committee. When I began my service in the House in 1969—CARL PERKINS was the chairman of the House Education and Labor Committee, a position he held until his death on August 4. Literally and figuratively—he was Mr. Chairman to me for all of these 15 years.

An appreciation of CARL PERKINS cannot be accomplished just by reciting his enormous list of legislative accomplishments. Rather one should view his legacy as an ongoing one—that can be seen in each of our congressional districts. It can be seen in the eyes of a young schoolchild receiving a school lunch the day that a college or university student graduates helped by the student grant or loan that helped provide him with the opportunity to pursue his higher education. Perhaps it will be seen in the eyes of a handicapped person who has been able to effectively mainstream him or herself into society through the passage of legislation to end discrimination against them. The CARL PERKINS legacy will be seen each and every day in senior citizen centers where millions of senior citizens are able to get one hot meal a day 5 days a week from the Older Americans Act. This list could go on and on but suffice it to say that CARL PERKINS will be remembered not for being a skilled legislator—but for what he legislated.

Let us recall for a moment the last days of CARL PERKINS. On the very day before he died one of the last insertions in the Congressional Record of August 2 was a motion by Chairman PERKINS for the House to go to conference with the Senate on H.R. 1904, the Child Abuse Prevention and Treatment Amendments of 1984. It was one of several bills which

were reported out by the Education and Labor Committee that were awaiting conferences with the Senate. It is tragically ironic that Chairman PERKINS died during an especially productive year for his Education and Labor Committee. The committee seemed to have renewed energy and purpose as reflected in its ambitious legislative agenda which included new initiatives to improve math and science teaching in our schools to providing equal access to groups meeting in our schools—to reauthorization and expansion of such landmark laws as child abuse prevention, vocational education, the Older Americans Act, and a host of others.

CARL PERKINS was an activist chairman. He saw to it that he knew all facets of the work of his committee. No issue was too small for him—no issue too complex for him. He was a fair, determined and even a noble chairman for he always had the good of the people as his paramount concern.

As we remember CARL PERKINS tonight—we all have anecdotes of this man. It seems they are easy to recall because they were so much a part of our lives in this town. I recall so many markup sessions in the House Education and Labor Committee when CARL would not only preside—he would display an awesome ability to prevail. Yet he did not do this by intimidation—he did it largely through the immense influence he had over the committee which came from his knowledge and commitment to the many causes and issues which came before him on the committee. He combined this knowledge with his unique brand of congeniality which resulted in people being cajoled rather than coerced into supporting the chairman. I know this because there were times when I might not have been disposed to support the chairman but more often than not—a word from the chairman accompanied by the strong right arm around your shoulder did the trick.

Those of us with increasing seniority in this body realize that we are sometimes measured by the quality and relationship we have with our staffs. CARL PERKINS both on the Committee on Education and Labor and in his personal office had staff who were loyal to him and who cared for him so much. They gave him many years of productive service and CARL PERKINS in turn gave each and every one of them something in return—a unique learning experience—himself and his work.

CARL PERKINS was a warm, friendly, and dedicated man. He was a man not prone to be unduly casual to his fellow colleagues—he would always call me Mr. Biaggi over the years but that was more his sign of respect than formality. We all remember his unique characteristics—his rambling walk—his mountain drawl and his incredibly strong right arm which he would use to wrap around you to gain support for a position—or to gavel the committee into session—or to end a vote expeditiously.

How does one pay the proper tribute to CARL PERKINS? I was one of those who traveled to Hindman, KY, that warm day in August. I remember the trip and the awesome but simple beauty of the parts of the Seventh Congressional District that we traveled through. It was easy to see why CARL loved it so much—and why he felt honored to represent its people in the Congress of the United States.

What I also saw that day at the packed funeral service was the genuine love and respect which the people of CARL's district felt for him. They knew that despite more than three decades in the city—that he never lost touch with them. They realized that when he was championing a cause—he was fighting for them. They realized as his seniority increased—so too did his influence on their behalf.

I remember in the audience that day were coal miners and their families. What better example was there of CARL's commitment to the people of Kentucky. He made coal mine safety and black lung benefits personal crusades that he followed through to their fruition. The result of this is, of course, a reduction in the number of mine deaths in America—and the provision of benefits to victims of black lung as well as their families.

CARL DEWEY PERKINS—a quiet statesman—a gentle giant—a good and caring man. CARL PERKINS—a man of courage, competence, commitment, and compassion. CARL PERKINS—a legislator's legislator, both in terms of his tenure in Washington and his service to the people of his District. CARL PERKINS, devoted family man—many of us had the good fortune to meet and know his lovely wife, Verna—who for some 45 years was more than a wife to CARL—she was a partner in all aspects of their lives. His son, Carl Christopher, who has announced his intention to run for his father's seat, was also such an impor-

tant part of CARL's life. I extend to them again my deepest condolences and assure them that their loss is felt by the House and the Nation.

I in my own way will work especially hard as a senior member of the House Education and Labor Committee to see to it that the many initiatives which have emerged from the committee under the leadership of our late chairman reach their final legislative status. What more effective and meaningful tribute could we pay to this great man than to allow the programs he loved and shepherded so well in the House be continued and expanded to help those in need as well as those who cannot help themselves.

Thomas Hardy once wrote: "Measurement of life should be proportioned rather to the intensity of its experience than to its actual length." If one applies that measurement to the life of CARL PERKINS—what a marvelous productive and rewarding life this great man had.

Mr. CONTE. Mr. Speaker, at this time I wish to remember my long-time friend and esteemed colleague, CARL D. PERKINS. When I first arrived in Congress, CARL had already been here for some years. I soon recognized him for what his other colleagues already knew him to be—a forthright and honest person, and a skilled legislator.

CARL was a devoted and caring man, and his soft-spoken charm combined with his limitless energy made him a pursuasive legislator. As chairman of the Committee on Education and Labor, he was both sponsor and prime mover for the bulk of this country's social welfare legislation. He frequently spent long hours preparing a single bill and convincing his colleagues to support it. The issues of education and public health and safety were closest to his heart, and it was his gains in these areas of which he was proudest. During the numerous times we worked together on various education bills, I was impressed by his tireless labors and endless concern for the plight of others.

CARL never forgot those he was elected to represent. Even after over 35 years in Washington, you could tell that he hadn't ever really left Kentucky. When he returned home, CARL would tour the countryside by car, often alone, stopping to visit with friends and strangers alike. There were few people in his constituency who didn't know CARL. And though he felt

a responsibility to the entire Nation, he never forgot his Appalachian roots. These people were not merely voters, but also his friends and his inspiration. It was clear to me while attending the funeral service held for him in Hindham, KY, that CARL's constituents felt the same way about him. In a touching tribute, over 5,000 people crowded into the local high school gymnasium to pay their final respects to this great man. It has been an honor and a privilege for me to have had CARL PERKINS as a friend and colleague.

Mr. PATMAN. Mr. Speaker, one of the giants of our Congress, CARL D. PERKINS, will be remembered by his colleagues not only for the number of important bills that bear his name, but also because of the strong leadership and dedication to moral principles that he provided.

I had a great admiration for the late distinguished chairman of the Education Committee because he was such an outstanding person apart from his legislative achievements. He was always truthful and frank in expressing his views, yet he was also always a gentleman through and through. His integrity could never be questioned. He was a man we could depend on to provide leadership in the important field of education.

The programs that CARL D. PERKINS succeeded in enacting will provide generations of schoolchildren an opportunity to achieve their potential. Every classroom in America has benefited from his devotion to encouraging education.

The wise counsel and concern for education expressed by the life of CARL D. PERKINS will remain an inspiration for those who follow in his path. We shall all miss him, a truly outstanding man.

Mr. FASCELL. Mr. Speaker, it is with a sense of deep personal regret and sadness, that I join my colleagues today in mourning the loss of our beloved colleague, the senior committee chairman of the House, a great American and a friend, the Honorable CARL PERKINS of Kentucky.

CARL PERKINS has been aptly described as a "giant" among men—a giant hero to his faithful constituents in the eastern coal-mining district of Kentucky—a giant in the field of education and a giant defender of social legislation, throughout a long and honorable career.

He was quiet and unassuming, but as Teddy Roosevelt might say, although he "spoke softly," he carried a "big stick," and he used it doggedly and effectively in support of the causes in which he so feverently believed.

Chairman PERKINS leaves behind an admirable record of legislative accomplishment, including the Vocational Education Act of 1963, the Secondary Education Act of 1965, the provision for black lung benefits for American coal miners, and the School Lunch Program. It might be said, in fact, that defending these measures in the 1980's was an even more difficult challenge than gaining their passage in the 1960's; but CARL PERKINS never wavered in his determination to do his "duty"—as he conceived that duty to be.

This is the legacy of CARL PERKINS, which has earned him the highest respect of his colleagues. We have all lost a champion who did great honor to this House and performed distinguished service to the entire Nation.

To his many personal friends and admirers, and to his beloved family, I extend my deepest sympathy.

Mr. EDWARDS of California. Mr. Speaker, it was with immense shock and sadness that I learned of the passing of our beloved colleague, CARL PERKINS. His death will be mourned by millions of Americans, but those of us who were his friends are desolate.

When I came to this great House of Representatives in January 1963, CARL PERKINS was not yet the chairman of the Education and Labor Committee, but even then he was referred to as "Mr. Public Education." The school-children of America had a friend in high places who was making certain that their education needs were being addressed.

In the late 1970's, I was privileged to occupy a congressional office in the Rayburn Building next door to CARL PERKINS. My staff and his competent and friendly staff became friends as well as neighbors. Their door was always open to us. I personally spent many congenial hours chatting with CARL and the splendid men and women who worked with him.

Earlier this year, CARL and I had our first disagreement. It was regarding the legislation known as "equal access." CARL, in his most sincere and honest way, wanted it enacted. I didn't, and I worked to defeat it. CARL won, of course, and equal access is now Federal law. It was a hard fight, involving con-

siderable emotion and pressure from outside groups, but CARL and I, while each ardently pursuing our goals, never had an angry word. Many days we walked together to the House Chamber, with CARL in that inimitable friendly way of his, holding my arm.

It seems fitting to mention, that even as CARL and I fought a spirited battle on one issue, we were engaged in another equally spirited endeavor—working closely together this time—to obtain approval of the Civil Rights Act of 1984. This bill to reaffirm civil rights laws which prohibit Federal aid to institutions that discriminate was passed by the House on June 26, in no small measure due to the diligent efforts CARL made. Its approval by the Senate and enactment into law will be a fitting tribute to CARL's outstanding tenure in Congress and to his decades of service to the cause of quality education.

Mr. Speaker, we miss CARL. The children and teachers of America miss CARL. He was truly a giant.

Mr. OBERSTAR. Mr. Speaker, on September 11, the House paid tribute to one of its most decent and beloved Members, the gentleman from Kentucky, Mr. PERKINS. Because September 11 was election day in Minnesota, I was necessarily away from Washington on that date and regrettably missed the opportunity to participate with so many of our colleagues in the tribute to CARL.

For over 35 years, he served honorably and with distinction his district, the Commonwealth of Kentucky, and the people of this Nation.

As chairman of the House Education and Labor Committee, he led the fight for so many of the humane, progressive programs which Congress has authorized since the New Deal. He was the champion of the poor, the oppressed, the school child, the older American—those who most need the protection of Government. CARL understood the importance of establishing priorities in Federal spending, of directing limited Federal resources to where they would be most effective for the broadest public good.

CARL and I worked particularly closely on behalf of the Appalachian Regional Commission—one of the most enduring, successful and needed components of the war on poverty begun nearly two decades ago. As chairman of the House Subcommittee on Economic Development, I benefited tremen-

dously from CARL's experience, advice and assistance as I led the fight to save the Appalachian Commission.

CARL was a tremendous public servant. Elected in the days before advertising and the 32d television spot, he relied on the power of his mind, and the record of his personal closeness to the people and of his service and dedication to them and their needs. We needed the perspective which he brought to this body. And with his passing, each of us should endeavor to keep alive the legacy of his service and of his spirit. We shall be the richer for it.

Mr. MCEWEN. Mr. Speaker, I am proud to join with my colleagues, friends, and neighbors from Kentucky today to honor one of America's great legislators and a champion of our Nation's poor and disadvantaged. CARL PERKINS' influence in this Chamber and across our land has been felt over the course of five decades.

In 1948, the good people of Kentucky's Seventh District elected CARL PERKINS to represent their concerns in Washington. For the next 36 years he did not disappoint them—for while CARL PERKINS will be remembered by most Americans for his efforts on behalf of the disadvantaged and disabled in our country, he will be remembered by the citizens of northeastern Kentucky as a kind and gentle man who responded to their needs and represented their views to the best of his ability. That is a lasting tribute.

CARL PERKINS was a people's Congressman who went about his work here with quiet dignity. He was a principled man who stood up for what he believed in, even if those beliefs flew in the face of so-called "traditional political wisdom." CARL PERKINS didn't do things simply because that was "what was expected." He did what he felt was right and good for the people of Kentucky and the Nation.

CARL PERKINS was an advocate for social justice and a leader in the education field. During his 16 years as chairman of the Education and Labor Committee, CARL left his mark on American history through programs designed to help our Nation's children, poor and elderly and others who could not help themselves.

For more than a quarter of a century, Congressman PERKINS was at the forefront of health and education reform in our Nation. From the school lunch program to education for the

disadvantaged and assistance for higher education, he always led the fight for the needy in America. His 1963 Vocational Education Act and the landmark 1965 Elementary and Secondary Education Act are but two examples of CARL PERKINS' historic accomplishments.

Just a week before his death, CARL PERKINS led another fight for fairness and justice in our Nation's schools. By bringing the equal access bill to a vote on the House floor, Congressman PERKINS assured that generations of schoolchildren will have the same simple freedoms of speech and assembly granted to others in the United States. The equal access bill exemplified what CARL PERKINS was all about—fairness, equal opportunity and a helping hand for the young, elderly, poor, disabled and disadvantaged.

CARL PERKINS will be missed in this Chamber, but he will not be forgotten because he has left his gentle and kind touch on the very fabric of our society through his legislation.

Mr. HAWKINS. Mr. Speaker, in the closing days of this session I want to again pay tribute to our late colleague CARL D. PERKINS who will always be remembered as a legislative giant and a champion of the impoverished and the disadvantaged. He was continually seeking to make America a better place for all Americans, and consistently sought alternatives to the social and economic deprivations experienced by those who at times were leaderless and friendless.

CARL PERKINS' legacy lives on in the millions of Americans who benefited from his efforts to improve the quality of public education in our Nation's schools. His policies spoke for those who had little or no voice in government—the children, the handicapped, and the poor. He believed in a nation that was caring, humane, and charitable to its citizens. President Franklin Roosevelt once said that "the test of our progress is not whether we add more to the abundance of those who have much: it is whether we provide enough for those who have too little." CARL PERKINS firmly believed in that same credo.

Some of CARL PERKINS' legislative triumphs included the Vocational Education Act of 1963, the landmark Elementary and Secondary Education Act of 1965 and the provision for blacklung benefits in the Coal Mine Health and Safety Act of 1969. As chairman of the Education and Labor Committee he was committed to a number of my own legislative initiatives includ-

ing the Full Employment and Balanced Growth Act; youth employment legislation; and programs to train and employ the jobless.

He believed that a civilized society simply could not turn its back on national problems such as child poverty, illiteracy, unemployment, and inadequate worker protections. He used his unique and crafty legislative style to guide and nurture through Congress major legislation that addressed the needs of our society, and attempted to remedy basic injustices such as starvation and ignorance.

Other major legislation sponsored by CARL PERKINS included programs to help students secure financial aid. He was one of the prime sponsors and advocates of the Education Amendments of 1980 (Public Law 96–374), which extended and strengthened postsecondary education programs and student assistance. He was the primary author of the School Lunch Amendments of 1968, 1970, 1975, and 1978. These amendments improved the regular school lunch and breakfast programs and established additional programs for feeding poor children in the summer; for providing means to day care centers and homes for the retarded; and for bringing nutritional and medical care to those whose health were at risk because of inadequate diets.

Mr. Speaker, this body will greatly miss CARL D. PERKINS. He was a man of great moral courage and human conviction. He left us with a treasured legacy—one which we will continue to honor in his memory.

Proceedings in the Senate

MONDAY, *August 6, 1984.*

Mr. PELL. Mr. President, I was deeply grieved to learn last Friday of the passing of my friend and colleague, Representative CARL D. PERKINS, the chairman of the House Education and Labor Committee.

I had the honor of working and chairing conferences with CARL PERKINS for almost 15 years, primarily in conferences between the House and Senate on virtually every aspect of Federal aid to education. Over the course of those years and meetings, I developed a profound respect for Chairman PERKINS.

CARL PERKINS was a rare individual. He held deep personal convictions that this Government should be a positive instrument of help to the less fortunate in our society. But perhaps even more important, he had the talent to translate those convictions into action, and to actually do something for those who were powerless and needed our Government's help.

There is not a piece of elementary, secondary, and vocational education legislation that does not bear the imprint of CARL PERKINS. All were his children. And just like a caring and devoted parent, CARL PERKINS not only brought those programs into being but also nurtured, perfected, and protected them.

There is no question that CARL PERKINS was a strong leader in his capacity as chairman of the Education and Labor Committee. The list is long of those who took him on and lost. His strength was often seen in his patience and his willingness to outsit his adversaries. On more than one occasion, I saw him keep a conference going until he got his way by simply outlasting his opponents, by exhausting them.

Carl Perkins sought and used power not for personal aggrandizement, but for the public good. Millions of young Americans owe their education to Carl Perkins. All but a handful will never realize that. Yet, I have a very real feeling that is how Carl Perkins would have wanted it. He did things because they were the right thing to do, because he believed in them, and not because they would bring him headlines or personal honor. To do them was enough.

Mr. President, we shall miss Carl Perkins. As I said in a letter to Mrs. Perkins, he was a remarkable person, a superb legislator, and a true gentleman. It was a privilege to have known and worked with him.

Message From the House

A message from the House of Representatives, delivered by Ms. Goetz, one of its reading clerks, announced that the House has agreed to the following resolution:

House Resolution 566

A resolution relative to the death of the Honorable Carl D. Perkins, a Representative from the State of Kentucky.

Mr. BAKER. Mr. President, I send to the desk a resolution in respect to our late colleague, Representative Carl Perkins of Kentucky, and ask for its immediate consideration.

The PRESIDING OFFICER. The resolution will be stated by title.

The assistant legislative clerk read as follows:

Senate Resolution 428

A resolution (S. Res. 428) relative to the death of Representative Carl Perkins of Kentucky.

Resolved, That the Senate has heard with profound sorrow the announcement of the death of the Honorable Carl Perkins, late a Representative from the State of Kentucky.

Resolved, That the Secretary communicate these resolutions to the House of Representatives and transmit an enrolled copy thereof to the family of the deceased.

Resolved, That when the Senate recesses today, it recess as a further mark of respect to the memory of the deceased Representative.

Without objection, the Senate proceeded to consider the resolution.

Mr. BAKER. Mr. President, it was with deep sorrow that I learned of the death of our colleague in the House of Representatives, CARL PERKINS.

This native son of eastern Kentucky compiled a legislative record that stands as a testimony to his 33 years of service. Taking over as chairman of the House Education and Labor Committee in 1967, he managed large pieces of then-President Lyndon Johnson's antipoverty program. He earned the label of being a champion of social welfare legislation, including job training and school lunch programs.

Despite his perpetual grin and soft manner and Kentucky twang, CARL PERKINS stood tall as a man who knew how to get a job done. He considered his greatest legislative triumphs to be the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, and the black lung benefits in the Coal Mine Health and Safety Act of 1969.

One of his last legislative initiatives was the House-passed bill to allow student religious groups to meet in public schools.

We all mourn the loss of CARL PERKINS. His absence will be greatly felt in both his home State of Kentucky and in the country as a whole.

Mr. FORD. Mr. President, Kentucky has lost a giant.

Congressman CARL DEWEY PERKINS, who represented the people of Kentucky's Seventh District in the U.S. House of Representatives since his election in 1948, died August 3 as he was returning home to his beloved Kentucky.

It would be hard for me to exaggerate the impact this man has had on Congress, on Kentucky, and on our Nation as a whole. As chairman of the House Education and Labor Committee, Congressman PERKINS was responsible—sometimes more than any other person—for some of the most progressive legislation our Nation has seen since the New Deal. He wrote the Vocational Education Act of 1963. He was a key force behind the Elementary and Secondary Education Act of 1965, which created remedial help for disadvantaged children and provided aid for school libraries. He was one of the fathers of the Appalachian Regional Commission, which has helped some of the poorest sections of eastern Kentucky and other States obtain badly needed hospitals and roads. A recent

news story aptly described CARL PERKINS as a "field general in the war on poverty."

But beyond his legislative achievements, CARL PERKINS never forgot his roots. He was a mountain man, in the finest sense of the word. He returned, at every opportunity, to his farm in the mountains of eastern Kentucky. And he preferred to drive the backroads alone, talking with "my people," as he affectionately called his constituents.

It has been frequently noted that Congressman PERKINS had remained a Member of the House of Representatives so long that only three sitting Representatives had more seniority than he. But I submit, Mr. President, that CARL PERKINS' greatest achievement was not his longevity, but his ability to serve his constituents effectively while also making a mark as an outstanding national legislator. He had a vision of America—but he never let his view of the folks back home grow dim.

CARL PERKINS' death has left a void that will be difficult, if not impossible, to fill. But his fight to end poverty in Kentucky and elsewhere will never be forgotten.

Mr. DODD. Mr. President, I rise to pay tribute to a great friend and colleague, Representative CARL PERKINS of Kentucky.

I became acquainted and worked with CARL PERKINS during my tenure in the House of Representatives from 1974 to 1980. More recently, I testified before the House Subcommittee on Elementary, Secondary, and Vocational Education, which Congressman PERKINS chaired for 17 years, in an effort to provide adequate support for quality science and mathematics education throughout the Nation.

CARL PERKINS was a staunch advocate of education and social reform for many years. He was, for example, 1 of 11 Southern Democrats who voted for the Civil Rights Act of 1964. Although this genteel "country lawyer" was perceived by many to be laid back and a soft touch, few legislators have equaled his skill in managing and promoting legislation.

In 1967, for example, as chairman of the House Education and Labor Committee, he was ultimately responsible for the passage of the majority of President Johnson's "war on poverty" programs.

Perhaps one reason for his continued dedication to equality and reform was his rural teaching experience where he, with

one other associate, was responsible for the education of 90 students, all for the sum of $59.60 a month.

Even after the Johnson era, this education and social pioneer continued to support programs such as child care and nutrition, aid for public libraries, adult education, vocational education, job training programs, and more recently, legislation to permit student religious groups to meet in public schools.

CARL PERKINS will be missed in the Congress of the United States. He has left a legacy and example of commitment, hard work, and dedication for Members of both Houses to admire and respect. We will miss this great leader. We can, however, become better legislators because of our association with him.

The PRESIDING OFFICER. The question is on agreeing to the resolution.

The resolution (S. Res. 428) was unanimously agreed to.

RECESS

Mr. BAKER. Mr. President, if no other Senator is seeking recognition and if the minority leader has nothing further, and I see his indication that he does not, I move, in accordance with the previous order, and pursuant to Senate Resolution 428, as a further mark of respect to the memory of the deceased Hon. CARL PERKINS, late a Representative from the State of Kentucky, that the Senate stand in recess until 10:30 a.m. tomorrow.

The motion was agreed to; and at 6:24 p.m., the Senate recessed until tomorrow, Tuesday, August 7, 1984, at 10:30 a.m.

WEDNESDAY, *August 8, 1984.*

Mr. HUDDLESTON. Mr. President, no matter what degree of national respect a U.S. Congressman may have earned over the years, what he will be remembered by is how well he served the people of his district. With that as the measure, CARL PERKINS will never be forgotten.

CARL D. PERKINS could, over his 35 years in Congress, lay claim to much at the national level. Without CARL PERKINS, the war on poverty might well have been lost in the early skirmishes. It was CARL PERKINS' hands that molded and guided

the legislation that produced job training and school lunch programs, remedial education for the disadvantaged, vocational education, and school libraries.

Child care and nutrition, adult education, mathematics and science educations, and the Appalachian Regional Commission, all were shepherded through by this master of the legislative and political process.

The legislation he shaped touched people from New England to Hawaii, from Alaska to Florida. Evidence of that was ample Tuesday at his funeral in Hindman, where House Speaker Tip O'Neill, Majority Leader Jim Wright, and Senator Edward Kennedy spoke in tribute to Carl Perkins, and where nearly a hundred of his colleagues gathered to pay their respects.

More telling was the fact that more than 3,000 of his beloved constituents came to pay their respects as well. Carl Perkins was a national leader, he was chairman of the Education and Labor Committee, he was ranked among the truly powerful in Washington. But every hour of every day, Carl Perkins was the U.S. Representative from the Seventh Congressional District of Kentucky.

While he worked on writing law that would make dramatic changes in our American society, he was never too busy to talk to a constituent. No problem in Appalachian Kentucky was too small to garner his personal attention. No President was ever too powerful to prevent Carl Perkins from carrying the case for a Kentuckian to a solution.

He returned home to Knott County every week, and he saw the world from the vantage point of his mountain farm. He looked at the world through the eyes of a man who was truly of the people.

He knew that illiterate coal miner in Pike County had much in common with the illiterate farmworker in southern California. He knew that the hungry child in Martin County had much in common with the hungry child on Chicago's South Side. He knew that the homeless family in Breathitt County shared common experiences with the homeless family in New York City. He knew that the schoolhouse without a decent library in Carter County was no more able to provide quality education than a school in Arizona with the same lack. He

knew that being unemployed in Letcher County was little different than begin unemployed in Miami.

As he served his people, he served people everywhere in America. And as his loss will be felt in the Seventh District, so it will be felt across America.

APPENDIXES

Higher Education Act of 1965 Amendments

Proceedings in the House

WEDNESDAY, *August 8, 1984.*

H.R. 4477, HIGHER EDUCATION ACT OF 1965 AMENDMENTS

Mr. SIMON. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4477) to amend the Higher Education Act of 1965 to provide grants to the States to establish postsecondary education scholarship programs to encourage outstanding high school graduates to enter the teaching profession, and to establish a national fellowship program for talented teachers, as amended.

The Clerk read as follows:

HOUSE BILL 4477

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That title V of the Higher Education Act of 1965 is amended by inserting after part D the following new parts E and F:

"PART E—CARL D. PERKINS SCHOLARSHIP PROGRAM

"DECLARATION OF PURPOSE; AUTHORIZATION OF APPROPRIATIONS

"SEC. 561. (a) It is the purpose of this part to make available, through grants to the States, scholarships during fiscal years 1986 through 1990 to a maximum of ten thousand individuals who are outstanding high school graduates and who demonstrate an interest in teaching, in order to enable and encourage those individuals to pursue teaching careers in education at the elementary or secondary level. Such scholarships shall be referred to as 'Carl D. Perkins Scholarships'.

"(b) There are authorized to be appropriated such sums as may be necessary for fiscal year 1986 and for each of the four subsequent fiscal years for Carl D. Perkins Scholarships to eligible students under this part.

"ALLOCATION AMONG STATES

"SEC. 562. (a) From the sums appropriated pursuant to section 561 for any fiscal year, the Secretary shall allocate to any State an amount which bears as nearly as possible the same ratio to such sums as the number of persons in that State bears to the number of persons in all States.

"(b) For the purpose ot this section, the number of persons in a State and in all States shall be determined by the most recently available data from the United States Census Bureau.

"GRANT APPLICATIONS

"SEC. 563. (a) The Secretary is authorized to make grants to States in accordance with the provisions of this part. In order to receive a grant under this part, a State shall submit an application at such time or times, in such manner, and containing such information as the Secretary may prescribe by regulation. Such application shall set forth a program of activities for carrying out the purposes set forth in section 561(a) in such detail as will enable the Secretary to determine the degree to which such program will accomplish such purposes and such other policies, procedures, and assurances as the Secretary may require by regulation.

"(b) The Secretary shall approve an application only if the application—

"(1) describes the selection criteria and procedures to be used by the State in the selection of scholarships under this part which satisfy the provisions of this part;

"(2) describes the outreach effort the State agency intends to use to publicize the availability of Carl D. Perkins Scholarships to high school students in the State;

"(3) provides assurances that each recipient eligible under section 565(b) of this part who receives a Carl D. Perkins Scholarship shall enter into an agreement with the State agency under which the recipient shall—

"(A) within the ten-year period after completing the postsecondary education for which the Carl D. Perkins Scholarship was awarded, teach, for a period of not less than two years for each year for which assistance was received, in a public elementary or secondary school in any State, in a public education program in any State, or in a private nonprofit school located and serving students in a district eligible for assistance pursuant to chapter 1 of the Education Consolidation and Improvement Act of 1981, or, on a full-time basis, handicapped children or children with limited English proficiency in a private nonprofit school, except that, in the case of individuals who teach in a school serving large numbers or high concentrations of economically disadvantaged students, or who teach children with limited English proficiency or handicapped children, the requirements of this subparagraph shall be reduced by one-half;

"(B) provide the State agency evidence of compliance with section 566 of this part as required by the State agency;

"(C) repay all or part of a Carl D. Perkins Scholarship received under section 564 of this part plus interest and, if applicable, reasonable collection fees, in compliance with regulations issued by the Sec-

retary under section 567 of this part, in the event that the conditions of clause (A) are not complied with, except as provided for in section 568 of this part;

"(4) provides that the agreement entered into with recipients shall fully disclose the terms and conditions under which assistance under this part is provided and under which repayment may be required. Such disclosure shall include—

"(A) a description of the procedures required to be established under paragraph (5);

"(B) a description of the appeals procedures required to be established under paragraph (6) under which a recipient may appeal a determination of noncompliance with any provision under this part;

"(5) provides for procedures under which a recipient of assistance received under this part who teaches for less than the period required under paragraph (3)(A) will have the repayment requirements reduced or eliminated consistent with the provisions of sections 567 and 568 of this part;

"(6) provides for appeals procedures under which a recipient may appeal any determination of noncompliance with any provision under this part;

"(7) provides assurances that the State agency shall make particular efforts to attract students from low-income backgrounds or who express a willingness or desire to teach in schools having less than average academic results or serving large numbers of economically disadvantaged students; and

"(8) provides assurances that Carl D. Perkins Scholarships will be awarded without regard to sex, race, handicapping condition, creed, or economic background.

"(c) The selection criteria and procedures to be used by the State shall reflect the present and projected teacher needs of the State, including the demand for and supply of elementary teachers in the State, the demand for and supply of secondary teachers in the State, and the demand for teachers with training in specific academic disciplines in the State.

"(d) In developing the selection criteria and procedures to be used by the State, the State shall solicit the views of State and local educational agencies, private educational institutions, and other interested parties. Such views—

"(1) shall be solicited by means of (A) written comments; and (B) publication of proposed selection criteria and procedures in final form for implementation; and

"(2) may be solicited by means of (A) public hearings on the teaching needs of elementary and secondary schools in the State (including the number of new teachers needed, the expected supply of new teachers, and the shortages in the State of teachers with training in specific academic disciplines); or (B) such other methods as the State may determine to be appropriate to gather information on such needs.

"AMOUNT AND DURATION OF AND RELATION TO OTHER ASSISTANCE

"SEC. 564. (a) Subject to subsection (c), each Carl D. Perkins Scholar shall receive a $5,000 scholarship for each academic year of postsecondary educa-

tion for study in preparation to become an elementary or secondary teacher. No individual shall receive scholarship assistance for more than four years of postsecondary education, as determined by the State agency.

"(b) Notwithstanding the provisions of title IV of this Act, scholarship funds awarded pursuant to this part shall not be considered in determining eligibility for student assistance under title IV of this Act.

"(c) No individual shall receive a Carl D. Perkins Scholarship under this part in any given year which, when added to assistance received under title IV of this Act shall exceed the cost of attendance, as defined under section 482(d), at the institution the individual is attending.

"SELECTION OF CARL D. PERKINS SCHOLARS

"SEC. 565. (a) Carl D. Perkins Scholars shall be selected by a seven-member statewide panel appointed by the chief State elected official, acting in consultation with the State education agency, or by an existing panel designated by the chief State elected official and approved by the Secretary of Education. The statewide panel shall be representative of school administrators, teachers and parents.

"(b) Selections of Carl D. Perkins Scholars shall be made from students who have graduated or who are graduating from high school and who rank in the top 10 per centum of their graduating class. The State educational agency shall make applications available to high schools in the State and in other locations convenient to applicants, parents and others. The statewide panel shall develop criteria and procedures for the selection of Carl D. Perkins Scholars. Such criteria may include the applicant's high school grade point average, involvement in extracurricular activities, financial need, and expression of interest in teaching as expressed in an essay written by the applicant. The panel may also require the applicant to furnish letters of recommendation from teachers and others.

"SCHOLARSHIP CONDITIONS

"SEC. 566. Recipients of scholarship assistance under this part shall continue to receive such scholarship payments only during such periods that the State agency finds that the recipient is (A) enrolled as a full-time student in an accredited postsecondary institution; (B) pursuing a course of study leading to teacher certification; and (C) maintaining satisfactory progress as determined by the postsecondary institution the recipient is attending.

"SCHOLARSHIP REPAYMENT PROVISIONS

"SEC. 567. Recipients found by the State agency to be in noncompliance with the agreement entered into under section 563(b)(3) of this part shall be required to repay a pro rata amount of the scholarship awards received, plus interest and, where applicable, reasonable collection fees, on a schedule and at a rate of interest to be prescribed by the Secretary by regulations issued pursuant to this part.

"EXCEPTIONS TO REPAYMENT PROVISIONS

"SEC. 568. (a) A recipient shall not be considered in violation of the agreement entered into pursuant to section 563(b)(3)(C) if the recipient (1) returns to a full-time course of study related to the field of teaching at an eligible institution; (2) is serving, not in excess of three years, as a member of the armed services of the United States; (3) is temporarily totally disabled for a period of time not to exceed three years as established by sworn affidavit of a qualified physician; (4) is unable to secure employment for a period not to exceed twelve months by reason of the care required by a spouse who is disabled; (5) is seeking and unable to find full-time employment for a single period not to exceed twelve months; (6) is seeking and unable to find full-time employment as a teacher in a public elementary or secondary school or a public education program; or (7) satisfies the provisions of additional repayment exceptions that may be prescribed by the Secretary in regulations issued pursuant to this part.

"(b) A recipient shall be excused from repayment of any scholarship assistance received under this part if the recipient becomes permanently totally disabled as established by sworn affidavit of a qualified physician.

"FEDERAL ADMINISTRATION OF STATE PROGRAMS; JUDICIAL REVIEW

"SEC. 569. (a) The Secretary shall not finally disapprove any application for a State program submitted under section 563, or any modification thereof, without first affording the State agency submitting the program reasonable notice and opportunity for a hearing.

"(b) Whenever the Secretary, after reasonable notice and opportunity for hearing to the State agency administering a State program approved under this part, finds—

"(1) that the State program has been so changed that it no longer complies with the provisions of this part, or

"(2) that in the administration of the program there is a failure to comply substantially with any such provisions,

the Secretary shall notify such State agency that the State will not be regarded as eligible to participate in the program under this part until the Secretary is satisfied that there is no longer any such failure to comply.

"(c)(1) If any State is dissatisfied with the Secretary's final action under subsection (b) or (c), such State may appeal to the United States court of appeals for the circuit in which such State is located. The summons and notice of appeal may be served at any place in the United States. The Secretary shall forthwith certify and file in the court the transcript of the proceedings and the record on which the action was based.

"(2) The findings of fact by the Secretary, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Secretary to take further evidence, and the Secretary may thereupon make new or modified findings of fact and may modify any previous action, and shall certify to the court the transcript and record of further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

"(3) The court shall have jurisdiction to affirm the action of the Secretary or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

"PART F—NATIONAL TALENTED TEACHER FELLOWSHIP PROGRAM

"DECLARATION OF PURPOSE

"SEC. 571. It is the purpose of this part to establish a national fellowship program for outstanding teachers.

"AUTHORIZATION OF APPROPRIATIONS; ALLOCATION AMONG STATES

"SEC. 572. There are authorized to be appropriated such sums as necessary for fiscal year 1986 and for each of the four subsequent fiscal years for fellowships to outstanding teachers under this part. Not more than 2½ per centum of these funds shall be used for purposes of administering this part.

"TALENTED TEACHER FELLOWSHIPS

"SEC. 573. (a)(1) Except as provided under paragraph (3), sums available for the purpose of this part shall be used to award two national teacher fellowships to public school teachers teaching in each congressional district of each State, and in the District of Columbia, and the Commonwealth of Puerto Rico; and one such fellowship in Guam, the Virgin Islands, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

"(2) Fellowship awards may not exceed the average national salary of public school teachers in the most recent year for which satisfactory data are available, as determined by the Secretary. Talented teacher fellows may not receive an award for two consecutive years. Subject to the repayment provisions of section 575, talented teacher fellows shall be required to return to a teaching position in their current school district for at least two years following the fellowship award.

"(3) If the appropriation under section 572 is not sufficient to provide the number of fellowships required by paragraph (1) at the level required under paragraph (2), the Secretary shall determine and publish an alternative distribution of fellowships which will permit fellowship awards at that level and which is geographically equitable. The Secretary shall send a notice of such determination to each of the Statewide panels established under section 574.

"(b) Talented teacher fellows may use such awards for such projects for improving public education as the Secretary may approve, including (1) sabbaticals for study, research, travel, or academic improvement; (2) curriculum development; (3) consultation with or assistance to other school districts; (4) development of special, innovative programs; (5) community relations; or (6) model teacher programs and staff development.

"SELECTION OF TALENTED TEACHER FELLOWSHIPS

"SEC. 574. Recipients of talented teacher fellowship in each State shall be selected (in accordance with section 575) by a seven-member Statewide panel appointed by the chief State elected official, acting in consultation with the

State educational agency, or by an existing panel designated by the chief State elected official and approved by the Secretary of Education. The Statewide panel shall be representative of school administrators, teachers, parents, and institutions of higher education.

"EVALUATION OF APPLICATIONS

"SEC. 575. (a) An applicant for talented teacher fellowship assistance shall submit proposals for projects under section 573(b), and shall indicate the extent to which the applicant wishes to continue current teaching duties. The applicant shall submit such proposals to the local education agency for comment prior to submission to the Statewide panel (appointed under section 574) for the State within which the project is to be conducted. In evaluating proposals, such Statewide panel shall consult with the local education agency, requesting two recommendations from teaching peers; a recommendation from the principal; and a recommendation of the superintendent on the quality of the proposal and its benefit to the local education agency; and any other criteria for awarding fellowships as is considered appropriate by such Statewide panel. Selections of fellows shall be made in accordance with regulations prescribed by the Secretary of Education.

"(b) Announcement of awards shall be made in a public ceremony.

"FELLOWSHIP REPAYMENT PROVISIONS

"SEC. 576. Repayment of the award shall be made to the Federal Government in the case of fraud or gross noncompliance.".

The SPEAKER. Is a second demanded?

Mr. GOODLING. Mr. Speaker, I demand a second.

The SPEAKER. Without objection, a second will be considered as ordered.

There was no objections.

The SPEAKER. The gentleman from Illinois [Mr. Simon] will be recognized for 20 minutes and the gentleman from Pennsylvania [Mr. Goodling] will be recognized for 20 minutes.

The Chair recognizes the gentleman from Illinois [Mr. Simon].

Mr. SIMON. Mr. Speaker, I yield myself such time as I may consume.

Yesterday, many Members of this body were in the State of Kentucky for the funeral services for CARL PERKINS and as fate would have it, we have had for now some months under consideration a Carl D. Perkins Scholarship Program to encourage talented students to get into the field of teaching, a bill which

has been reported out by our Committee on Education and Labor.

Let me pay my tribute to the chief sponsor, the gentleman from Oregon [Mr. Wyden] as well as to my colleagues on the other side, particularly the gentleman from Pennsylvania [Mr. Goodling] and the gentleman from Wisconsin [Mr. Gunderson] who have helped on this particular piece of legislation.

The bill is basically divided into two parts.

The bill establishes the Carl D. Perkins Scholarship Program to encourage highly qualified students to enter the teaching profession and authorizes teaching fellowships for current classroom teachers. When the Committee on Education and Labor reported H.R. 4477 on June 20, 1984, we had no idea that our beloved colleague, CARL D. PERKINS, would not be present today urging the House to adopt this bill which is designed to improve teaching and to improve education in America. This bill has become a fitting memorial—modest but important to the Federal effort to improve teaching and the quality of education available to the Nation's schoolchildren.

CARL PERKINS was one of the giants of this Congress and on the American education scene. In fact, he was much more than that: He was the common man writ large. He fought for opportunity for people who otherwise would not have had so powerful a champion. His steadfast support of education earned him many awards and recognition too numerous to even summarize. Perhaps the most eloquent statement about CARL PERKINS is the immense record of legislative accomplished he leaves us: The Vocational Education Act of 1963, the landmark Elementary and Secondary Education Act of 1965, the Child Nutrition Act of 1966 and his unstinting resistance to the Reagan administration's efforts to reduce funding for the programs under the jurisdiction of his committee. He also leaves us with a major challenge—to continue the expansion of equality of educational opportunity and to assure that quality accompanies that expansion. He would have it no other way and we should accept no less than CARL PERKINS would have demanded and that America's schoolchildren require.

I would like to outline the provisions of H.R. 4477.

First, the bill is divided into two parts. The first part is a program of scholarships for outstanding high school students who intend to become teachers. Eligibility is limited to stu-

dents who graduate in the top 10 percent of their class. Each State administers the program for its graduates, through a seven-member board, and can impose other requirements, such as letters of recommendations, essays, and evidence of extracurricular achievements. The States receive the number of scholarships in proportion to the population of the State to the Nation.

The scholarship carries a $5,000 award, which does not count against any other financial aid, except that the total package cannot be more than the cost of tuition and expenses. The 4-year scholarship is contingent upon the student making satisfactory academic progress in a program that will lead to teacher certification. In exchange for the 4-year scholarship, the recipient is obligated to teach for 8 years, or pay back the scholarship amount, plus interest and fees. If the scholar teaches disadvantaged, handicapped children or students with low English proficiency, their service requirement will be reduced by one-half.

The second part of the bill establishes a national fellowship for outstanding teachers already serving in the classroom. This program would award two fellowships per congressional district to teachers who apply for the year-long sabbatical. The talented teacher fellowship will be based on the average teacher salary for all teachers in the Nation (currently about $21,000). The awards will allow teachers to study, travel, consult, write, do research, or devlop projects that will improve education. Fellowship recipients will be required to return to their school districts to teach for 2 years.

There is ample evidence that the opportunities for classroom teachers to participate in professional development, or to engage in research or consulting; activities that are important to keep teachers invigorated, and to utilize the rich resource of classroom teachers, are lacking and are sorely needed. This program will not only recognize outstanding teachers, but will also reward them. Moreover, the ultimate beneficiary will be the educational system, for these teachers will be contributing to the improvement of the educational enterprise.

The bill authorizes "such sums" for both the Carl D. Perkins Scholarship Program and the Talented Teacher Fellowship Program for fiscal years 1986–89. The Congressional Budget

Office [CBO] estimates that the Perkins Scholars program would involve outlays in fiscal year 1986 or $6.3 million rising to $43.8 million in fiscal year 1989. CBO also estimates that there would be $11 million in outlays for the Fellowship program in fiscal year 1986 increasing to $24 million in fiscal year 1989.

Considering the importance of this to the future of the Nation, this is a step in the right direction. I urge my colleagues to pass this legislation.

Mr. GOODLING. Mr. Speaker, I yield 4 minutes to my leader, the gentleman from Illinois [Mr. Erlenborn].

(Mr. Erlenborn asked and was given permission to revise and extend his remarks.)

Mr. ERLENBORN. Mr. Speaker, I rise in opposition to H.R. 4477.

The legislation before us purports to address a problem which we all agree needs to be addressed—the quality of the classroom teacher. Most persons knowledgeable in education believe that increasing the compensation paid to teachers is the most effective means of achieving this goal. H.R. 4477, however, would provide scholarships to high school students to encourage them to pursue teaching careers and would provide fellowships to existing classroom teachers. I doubt whether either of these new Federal categorical programs will be effective in achieving their stated goals.

Let's look at the scholarship program. Under the bill students will be eligible to receive up to $5,000 of assistance per year to pursue academic training leading to certification as a classroom teacher. In exchange, the student will be required to teach for 2 years for each year of assistance received.

Will this new program result in an increase in motivated, dedicated classroom teachers? I doubt it. The teachers going into the field after having received 4 years of scholarships will be facing up to a total of 8 years of what could be considered to be involuntary servitude. The teacher may be frustrated or even "burnt out," and will in all likelihood be facing a low salary.

Let me quote for you the remarks of President John F. Kennedy on this subject in 1963:

Improved research and teacher training are not enough, if good teachers do not choose to teach. Yet present salary schedules in some cases are too low at the start to compete against other positions available to college graduates. In almost all cases they are too low at the top to retain our ablest young teachers. Without sufficient incentive to make teaching a lifetime career, teachers with valuable training and experience but heavy family responsibilities too often become frustrated and drop out of the profession * * *.

This quote, ironically, is included in the Merit Pay Task Force Report, which also included the recommendations for the two programs included in H.R. 4477.

I believe that the most effective means of improving the quality of classroom teachers is to increase the compensation they receive. This is the conclusion of the Merit Pay Task Force Report and I would expect that my friends on the other side of the aisle would agree. Where we part company is on the issue of what we, here on the Federal level, should do to address the situation. The proponents of H.R. 4477 apparently believe that the only way to keep the recipients of scholarships in teaching is to threaten them with having to pay back the "scholarships" they receive. I believe the service payback amounts to indentured servitude and could very well result in even greater frustration on the part of the scholarship recipients once they enter the classroom.

I believe that the establishment of the two new Federal programs included in H.R. 4477, could directly result in school districts and States not raising the basic pay of teachers. This could occur if these two, small programs, and those enacted under other bills this year, are perceived as being "the answer" to the problem of inadequately prepared classroom teachers.

In closing, I would like to comment briefly on the way the Committee on Education and Labor has responded to the report, "A Nation at Risk" since it was released. In the past 2 years, the committee has had before it over a dozen bills addressing the problem of improving education. One of these bills, the math and science bill, is awaiting the President's signature. Others were the subject of hearings or were marked up by the committee. Bills in this category include the foreign language bill, H.R. 2708, and the so-called American Defense Education Act. Other bills, such as the Effective Schools Development Grant Act, H.R. 4731, and H.R. 4775, a bill to im-

prove the leadership skills of school administrators, have received no attention whatsoever.

These bills should all have been considered together as a single, comprehensive package addressing the call to action in "A Nation at Risk." The fact that we are proceeding in a piecemeal fashion virtually guarantees that our efforts this year will be duplicative in some areas, while totally neglecting possible initiatives in others. Both the math and science bill and H.R. 4477, for example, provide scholarship assistance to students to encourage them to train as teachers.

Mr. Speaker, although I appreciate the substantial amounts of work that have gone into H.R. 4477, I must oppose the bill.

I urge a "no" vote on the bill.

Mr. SIMON. Mr. Speaker, I yield 5 minutes to the gentleman from Oregon [Mr. Wyden], the chief sponsor of this legislation.

Mr. WYDEN. Mr. Speaker, in starting, I, in particular, want to thank the chairman, the gentleman from Illinois; the gentleman from Pennsylvania [Mr. Goodling]; the gentleman from Wisconsin [Mr. Gunderson]; and so many of my colleagues on the other side of the aisle who helped us develop this bipartisan piece of legislation.

I do rise today in support of H.R. 4477, the Talented Teacher Act.

Mr. Speaker, the Talented Teacher Act sends a very simple message across this country, that message is that the Congress of the United States believes that teachers are critically important and that we want to put some of our best and brightest up in front of the classroom and not just in the courtrooms and in the boardrooms.

I think we need to acknowledge the plain fact that today many of our best and brightest young people will not even consider a career in the teaching profession. You walk into a classroom of high school seniors in this country and the bright ones are automatically headed for law and business and medicine and engineering. Thousands of our best and brightest are attracted each year by the prestige, recognition, and financial rewards that these fields offer.

But it is clear to me, Mr. Speaker, that we as a nation cannot afford to let this brain drain from the teaching profession continue.

The bill we have before us today is a modest proposal. It attacks two fundamental problems in American education.

First, recruiting some of our top young people to the teaching profession and second, once we get them, keeping them there. The price tag is also a modest one. The Talented Teacher Act authorizes a total of $200 million for a 4-year experimental program.

Now, this legislation carries out the unanimous recommendations of the bipartisan Congressional Task Force on Merit Pay by offering scholarships to the top high school seniors to go into teaching and fellowships to outstanding teachers to be used for a 1-year sabbatical for study, research, or other professional development.

National Center for Education Statistics predict that there will be a shortage of 37,000 teachers in the United States by 1987. The Talented Teacher Act ensures that the congressional response to this impending crisis will be to get the best people, the best of our young people, to make up for this shortfall.

It is my own view, Mr. Speaker, that without quality teachers everything that is done in American education from high tech equipment, stiff new standards and other educational reforms, all of these other changes lose much of their value if we cannot get top flight teachers in front of our classrooms.

We need to face the facts. Computers do not teach children, teachers teach children.

Finally, Mr. Speaker, let me say that when we introduced this bill back in November 1983—on a bipartisan basis—the gentleman from Illinois, the gentleman from Pennsylvania, myself, and the gentleman from Missouri, we decided that it should in some way honor the man who had been a leader in education in the House of Representatives for the last 17 years, Mr. Carl PERKINS, chairman of the Committee on Education and Labor. We all felt, at that time, that the chairman's years of dedicated leadership in this field deserved recognition. That is why we named the scholarships the Carl D. Perkins Scholarships.

In my view, that decision takes on added significance now. The bill we have before us is just but one small way that we can pay tribute to Chairman PERKINS' years of compassionate and unrivaled service to this country.

Mr. Speaker, these scholarships and fellowships in the Talented Teacher Act are an extremely modest way that we can give education in this country a needed shot in the arm.

It gives us a chance to take an important step toward insuring that some of our best and brightest young people go into teaching and go on to inspire other American young people.

I urge my colleagues to support it. It is a bill with strong bipartisan support.

Mr. GOODLING. Mr. Speaker, I yield 3 minutes to the gentleman from Wisconsin [Mr. Gunderson].

(Mr. Gunderson asked and was given permission to revise and extend his remarks.)

Mr. GUNDERSON. Mr. Speaker, I was one of those privileged to serve on the House Education and Labor Subcommittee with jurisdiction over this particular bill. When it first came before our subcommittee I thought this was one of the better intentioned, but more improperly guided missiles we had seen in this Congress. It was trying to help the cause of education in this country by establishing a pilot project that could last 8 or 9 years, giving out 10,000 scholarships each year. It was going to give those scholarships to the best qualified students academically among our high schools to receive a year of free college education if they would take 2 years in teaching.

Well, one could quickly figure, if these people had any of the brains that we hoped they would, by earning these scholarships they would quickly receive 4 years of free academic training, and they would have an 8-year obligation in the school as a teacher. But as soon as their 8 years were up, they would go into the private sector and earn more money.

So, I thought that it was a nice idea, but it simply is not going to solve the problem we have in getting the best people in our country into the teaching field and keeping them.

Clearly, pay is the issue, I think, and we must continue to focus on it as the primary concern. If you want good people to get into teaching and to stay there, we are going to have to raise the pay for our teachers across this country.

But, through the strenuous efforts, diligence, and commitment of the gentleman from Oregon, the sponsor of the bill, and others, we were able to sit down and work out some concerns about this bill. We were able to come up with some various amendments that I think much better direct the bill toward the problem of teacher shortages.

On the one hand, we were able to target the scholarships. On the other hand, we were able to make sure that it truly was a pilot project, that it was not a 9-year experiment.

My first amendment, adopted in the committee, was to require that the State educational agencies would determine the needs for teachers in their particular State. In some States it is math and science. But if you look at some statistics, they will tell you in the early 1990's the critical teacher shortage is going to be at elementary level.

The bill as amended allows each State to determine exactly what their teaching needs are going to be and to use the Carl Perkins Scholarships to provide an incentive to get the best young people we have in those disciplines most in need.

My second amendment, agreed to by the committee, and the gentleman from Oregon, was to put a limit of 10,000 scholarships totally over the duration of the program; not 10,000 a year where we would have up to 40,000 scholarships out at one time and that we would have an expenditure of probably around $700 million for the scholarship program alone. We were able to narrow that down, return it to I think what was the author's original intent, which was to make it a pilot project, and save approximately $500 million in the process.

As amended, the bill before us, provides hope—even if in a small way—to get the best people into teaching. It cannot keep them there forever. But it is a start. And without question, it is named after a man we all knew and loved so much.

Mr. GOODLING. Mr. Speaker, I yield 3½ minutes to the gentleman from Kentucky [Mr. Rogers], our great late chairman's neighbor.

(Mr. Rogers asked and was given permission to revise and extend his remarks.)

Mr. ROGERS. I thank my colleague for yielding.

Mr. Speaker, I was among those who attended the funeral of CARL PERKINS in Kentucky yesterday, as well as did the gentle-

man from Pennsylvania and the gentleman from Illinois, among about 100 Members of Congress who traveled there under the leadership of our Speaker. We traveled way back into the hills and hollows of Kentucky, to the home of a true giant in the history of this Congress and I think of the Nation. And certainly a giant in education in this land.

Those who went there, to Hindman, KY, to attend what I thought was a very beautiful ceremony and a fitting tribute to a great patriot, were able to see why CARL PERKINS was so committed to education in this land.

I happen to represent the district just immediately to the west of CARL PERKINS, but a district that shares many of the same problems that the district that CARL so ably represented all those years suffers from, and that is a lack of education opportunities and a lack of employment opportunities in the hills of Kentucky, and which so many parts of our country suffer from. CARL D. PERKINS spent his lifetime, his literal adult lifetime, in the cause of better education and opportunities for those bright young people, whether they be in the hills of Kentucky or the ghettos of New York or somewhere else.

I think it is ironic that this bill is on the floor of the House today, a bill that I think says so much about the life and work of CARL PERKINS and the other dedicated souls on this committee and in this Congress who over the years have labored in the vineyards, many times without credit, to improve the lot of young people around this Nation.

The two things this bill does I think no one can argue with—certainly not this Member—a scholarship for a young person, the best and the brightest, to go on and achieve an education that perhaps otherwise they would never have the opportunity to even dream of; and then also to reward those teachers who achieve and who excel in the nurturing of those young minds that our Nation so desperately needs, not to mention the world needs.

So I speak in support of this legislation. I hope it passes overwhelmingly, if nothing more than a great tribute to a neighbor of mine in Kentucky, a friend and a great laborer in the vineyards, CARL PERKINS. I think this would be a great tribute and another monument to the memory of a very beloved spirit who trod these halls for those many years, with that loving smile, and that lisp at times, and that grin that seemed

somehow to be one sided, but a person in whose great love for this country we are all very proud.

I will say this: I guess many times I differed with CARL PERKINS on some philosophical matter or some ideological matter, but I never differed with the dedication of this great man and the love that he poured out for his country and for his people, and it is something we shall always cherish to our dying days.

Mr. GOODLING. Mr. Speaker, I yield myself whatever time I may consume.

(Mr. Goodling asked and was given permission to revise and extend his remarks.)

Mr. GOODLING. Mr. Speaker, I will not dwell on the content of the bill because I believe those colleagues who spoke before me have explained exactly what this piece of legislation does. It is a tribute to our late great chairman, in that his was always an attempt to bring about a cooperative spirit, a bipartisan spirit. He did not want confrontation if he could avoid it.

In this particular piece of legislation, the gentleman from Illinois, the gentleman from Oregon, the gentleman from Wisconsin, the gentleman from Missouri, have all worked together, on both sides of the aisle, to iron out some of the difficulties that some of us saw with the original bill. Although I would prefer a comprehensive approach to deal with the issue of quality education rather than the piecemeal fashion that has evolved, this particular legislation is too important to ignore.

I think there are probably two major reasons why this legislation should be enacted. Probably the most important reason is the fact that we are again told that there will be a significant shortage of teachers in the next few years, a shortage for many reasons. As has been mentioned, it is not the most attractive field to go into, either in terms of compensation or because of the many problems teachers have had to face dealing with lawsuits and redtape.

But I can remember after World War II we were caught in a similar bind. At that particular time after World War II we had a baby boom and, unfortunately, we did not have many certified—let alone well qualified—teachers to fill those slots to take care of the great increase in students. This is probably part of the problem we are facing in education today. Today, not only are we having a great increase in children being born

once again, but we are also having a large number of teachers who are reaching retirement age, and that, coupled with the fact that we are having fewer and fewer college students entering the teaching profession, we are again going to be caught short and we are going to have a lot of young people to educate and we are not going to have teachers available who are certified and qualified to do the job. So I think that is one reason.

The second reason, it seems to me is this—part of our job is to do research and then also to establish model programs that State and local governments can look at, and if they see they are good, they can adopt them. We are doing that in this piece of legislation, because if these fellowships and if these scholarships attract good people and keep good people in the teaching profession, I am sure this is something that State governments and local governments may wish to adopt.

So those are the two major reasons, it seems to me, for adopting this legislation.

While I do not contend that H.R. 4477 will solve all of the problems in the teaching profession, it will make notable improvements. This bill addresses two of the most fundamental problems facing the teaching profession—lack of incentives for outstanding students who go into teaching and lack of rewards and recognition for talented teachers who stay in the profession. H.R. 4477 takes great strides toward revitalizing the teaching profession—it recognizes the importance of teachers in the classroom.

I think there are two changes in the committee amendments that make this a better bill. I believe the changes made, namely, substituting State based selection panels for the National Selection Board originally included in the bill will be a major improvement; I believe a State based selection panel will be better able to know the challenges facing education in a particular State than they would be if it were handled by a national board.

I also think it is important to get politics out of this, and therefore by eliminating participation of Senators and Members of the House from the award process it seems to me we are putting the emphasis where it should be placed, and that is on the teachers and on the education profession.

Then lastly, let me say that I sat next to my great chairman for 6 years as the ranking minority member of his subcommittee; in fact I sat next to him most of my 10 years in Congress, through hearing after hearing including his famous field hearings in his beloved Seventh Congressional District of Kentucky. Even though philosophically we may have differed on occasion, I have never found anyone who was more enjoyable to work with and who tried, as I said earlier, to bring about a consensus so that we did not have confrontation. And so the fact that we are naming the scholarships in this bill, the Carl D. Perkins Scholarship I think is a fitting tribute for a real giant in the field of education, child nutrition, black lung, and many other areas. He was the leader helping those who had no one to speak for them. I thought yesterday, as we sat there and looked over those approximately 3,000 people from his constituency, how appreciative they were because they had someone to speak for them and how important it probably would be for all of us to visit areas such as that, because many of use do not see the same kind of need that CARL saw, because that need was all around him, and we would probably have a better understanding for those who do represent that constituency.

So I think it is very fitting that we pay this tribute to CARL, even though we named these scholarships—and I am thankful for this—we named these scholarships while he was living. So it will be a real tribute to his memory to be giving Carl D. Perkins Scholarships to the brightest and the best, encouraging them to teach not only the brightest and the best but to teach everyone so that all have an equal opportunity for a good education and a decent future.

Mr. SIMON. Mr. Speaker, I yield 2 minutes to the gentleman from Oklahoma [Mr. McCurdy].

(Mr. McCurdy asked and was given permission to revise and extend his remarks.)

Mr. McCURDY. I thank the gentleman for yielding me this time.

Mr. Speaker, I, too, rise in support of this bill, but, more importantly, Mr. Speaker, I wanted to rise and join my colleagues who were in Kentucky yesterday to express our condolences to the CARL PERKINS family, but to relate just very briefly what a

moving, very emotional, and important experience it was for many of us who did travel to Hindman, KY, as Mr. Goodling from Pennsylvania mentioned, to be able to see firsthand the country that CARL PERKINS not only represented but was a product of. It helps all of us to understand and to appreciate the work and the legend that he really was.

I wanted to join my colleagues, and certainly Mr. Simon, who has worked very closely with Mr. PERKINS for so many years in supporting the legislation and the discussion today, but also to join in and to extend my condolences to the family, and to add what little I can to the strong feelings that were expressed yesterday in Kentucky, and I think have been expressed all week here in this body.

Mr. SIMON. Mr. Speaker, I yield 1 minute to the gentlewoman from California [Mrs. Burton].

Mrs. BURTON of California. Mr. Speaker, I was one of those who traveled yesterday to Kentucky, and those of you who know, last year I had a grievous year; my husband and my father died within 2 months. So, for me, it is not an easy thing to do. However, I felt it was most important for me to go because Mr. PERKINS was not only my chairman, but he and my husband served for more than 19 years on the committee.

I am also very grateful that the black lung bill that Mr. PERKINS and my husband worked on became law. Yesterday, looking through the Kentucky hills, going on a bus for an hour and a half each way, after we deplaned, it was fascinating to see the country. You see, I have never been there before. It shows you how vast our country is and what great people it produces.

I want to say something about the scholarships. I certainly think it is fitting that they be named the Carl Perkins Scholarships; he did so much for education.

Mr. HOPKINS. Mr. Speaker, I rise in support of H.R. 4477, the Talented Teacher Act, which will establish the Carl D. Perkins Scholarship Program for outstanding high school students who wish to pursue teaching careers. By requiring students to teach in a designated area for 2 years for every year of scholarship assistance they receive, this program will be an integral part of the vital legacy of our departed colleague and friend, CARL DEWEY PERKINS, whose unwavering dedication and per-

sonal integrity earned him a place of honor among the greatest of those who have served in the U.S. House of Representatives.

While we must mourn the passing of a valued legislative craftsman of historic proportions, we gratefully celebrate his life's work as a faithful, tireless, productive public servant and true representative of those he affectionately accepted as his people.

In a career which spanned more than three decades, CARL PERKINS never lost touch with the needs and aspirations of his beloved eastern Kentucky constituents.

Yet his vision extended far beyond a home district and State to encompass the cares and concerns of an entire Nation. His faith in that Nation and his compassionate understanding of America's fundamental commitment to public education and equal opportunity were the inspiration of his passionate, relentless support of those causes.

Our colleague was both a pilgrim and pioneer whose efforts as a Member of this House touched and brightened the lives of millions now living and yet unborn who may never know of the useful life and revered name of CARL D. PERKINS.

It is enough, however, that we who remain after him today dedicate ourselves to keeping alive the spark of hope he kindled in the hearts of the disadvantaged and downtrodden that they, too, might attain freedom's fullest blessings.

Mr. KOSTMAYER. Mr. Speaker, I rise in support of H.R. 4477, the Talented Teacher Act, which will establish the Carl Perkins Scholarship Program.

The Talented Teacher Act is designed to address two problems which have contributed to the decline of educational standards and achievement in our Nation. The first is that we are no longer able to attract the best students to the teaching profession, and the second is our failure to keep the best teachers in our schools.

H.R. 4477 would encourage outstanding students to enter the teaching profession by providing college scholarships for high school seniors who are graduating in the top 10 percent of their class. Ten thousand scholarships would be offered during fiscal years 1986 to 1989. Students would agree to teach in a designated area for 2 years for each year of education they receive.

The Talented Teacher Act would also give outstanding teachers opportunities for professional growth by providing fellowships for a year's sabbatical for study or research. Two fellowships would be offered every year in each congressional district to talented teachers chosen by an independent board.

I have cosponsored H.R. 4477, Mr. Speaker, and I support it strongly because it recognizes the importance of teachers in our schools and because it is a pragmatic response to one of the most critical problems which has been identified in numerous reports on education. We are facing the possibility of a severe teacher shortage by 1987, and all of the computer technology and strict new standards in the world will not improve our children's education unless we have enough committed, well-educated teachers to show them the way. The quality of education in America will never rise above mediocrity until we recognize that teaching is a profession, and provide teacher's with competitive salaries and opportunities for professional advancement. The Talented Teacher Act is an important first step toward that goal.

The deficiencies in our educational system have been documented in study after study, and publicized in countless articles and television reports. Now it is time to take action. The Talented Teacher Act is one of the first legislative initiatives to come out of all the blue ribbon studies on education in America, and in my opinion, it is the best so far.

H.R. 4477 is also a tribute to our beloved colleague, the late Carl Perkins, who for years chaired the Education and Labor Committee, and I can think of no more fitting way to honor the memory of a man whose hard work and dedication improved the educational opportunities of millions of young Americans.

Mr. SIMON. Mr. Speaker, I yield myself 3 minutes, in closing.

Mr. Speaker, just a few comments on what has been said. First, I agree with those who say this is not a substitute for raising pay for teachers; no question about that. That is fundamental.

The one speaker who spoke in opposition to this measure said we have already passed the math-science bill, but we do not need this.

The reality is, we need something beyond math and science. I am one of the chief sponsors of the math-science bill; absolutely we need that. But we also need good third grade teachers; we need good first grade teachers. We need good English teachers. We need good people in other areas.

The second point was made that these people will be teaching only 8 years. The average service for a teacher today is 7 years. Some will stay longer.

Finally, the point that my colleague from Pennsylvania made is an extremely important one. Let me commend him and I also should have included the gentleman from Missouri [Mr. Coleman] among those I commended earlier for their help on this.

Very shortly we are going to be facing a demand for additional teachers. One of the questions is, Will those teachers come from among the least able or the most able? Right now, wherever you live go and talk to the top 10 percent of the high school graduating class. Ask them what they want to become. You will find they want to become doctors, lawyers, engineers, architects, journalists—a variety of things—but very few, if any, will want to become teachers.

This is an attempt to change that in a small way. It is an experiment, frankly. An experiment that cannot do any harm and may do some good, and it may provide an answer to how we move in a better direction, not just the Federal Government; State and local governments also. This is a step in the right direction and I appreciate the bipartisan support we have received on this, Mr. Speaker.

I yield back the balance of my time.

The SPEAKER pro tempore [Mr. Montgomery]. The question is on the motion offered by the gentleman from Illinois [Mr. Simon] that the House suspend the rules and pass the bill, H.R. 4477, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended, and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

Vocational Education Act of 1984

Proceedings in the Senate

WEDNESDAY, *August 8, 1984.*

S. 2341, VOCATIONAL EDUCATION ACT OF 1984

Mr. STEVENS. Mr. President, I ask that the Chair lay before the Senate Calendar Order No. 914, S. 2341.

The PRESIDING OFFICER. The clerk will report.

The assistant legislative clerk read as follows:

A bill (S. 2341) to authorize a program to enhance the access to and the quality of vocational education, and for other purposes.

* * * * * * *

AMENDMENT No. 3661

(PURPOSE: TO HONOR THE LATE CONGRESSMAN CARL PERKINS)

Mr. STEVENS. Mr. President, on behalf of Mr. Stafford, I send an amendment to the desk and ask for its immediate consideration.

The PRESIDING OFFICER. The assistant legislative clerk read as follows:

The Senator from Alaska [Mr. Stevens], for Mr. Stafford, Mr. Pell, Mr. Hatch, Mr. Kennedy, Mr. Huddleston, Mr. Ford, Mr. Randolph, and Mr. Eagleton, proposes an amendment numbered 3661.

Mr. STEVENS. Mr. President, I ask unanimous consent that further reading of the amendment be dispensed with.

The PRESIDING OFFICER. Without objection, it is so ordered.

The amendment is as follows:

On page 64, line 8, after the beginning quotation marks insert the following: "Carl Perkins".

On page 136, line 19, after the word "the" insert the following: "Carl Perkins".

On page 137, line 3, after the word "the" insert the following: "Carl Perkins".

On page 137, line 12, after the word "the" insert the following: "Carl Perkins".

On page 137 line 15, after the word "the" insert the following: "Carl Perkins".

On page 137, line 18, after the word "the" insert the following: "Carl Perkins".

On page 137, line 22, after the word "the" insert the following: "Carl Perkins".

On page 138, line 1, after the word "the" insert the following: "Carl Perkins".

On page 138, line 5, after the word "the" insert the following: "Carl Perkins".

On page 138, line 9, after the word "the" insert the following: "Carl Perkins".

On page 138, line 13, after the word "the" insert the following: "Carl Perkins".

On page 138, line 17, after the word "the" insert the following: "Carl Perkins".

On page 138, line 23, after the word "the" insert the following: "Carl Perkins".

On page 139, line 8, after the word "the" insert the following: "Carl Perkins".

On page 139, line 14, after the word "the" insert the following: "Carl Perkins".

On page 139, line 18, after the word "the" insert the following: "Carl Perkins".

On page 139, line 21, after the word "the" insert the following: "Carl Perkins".

On page 139, line 24, after the word "the" insert the following: "Carl Perkins".

On page 140, line 4, after the word "the" insert the following: "Carl Perkins".

On page 140, line 7, after the word "the" insert the following: "Carl Perkins".

On page 140, line 11, after the word "the" insert the following: "Carl Perkins".

On page 140, line 15, after the word "the" insert the following: "Carl Perkins".

On page 140, line 18, after the word "the" insert the following: "Carl Perkins".

On page 140, line 23, after the word "the" insert the following: "Carl Perkins".

Mr. STAFFORD. Mr. President, all of us know that Congressman CARL PERKINS died last Friday while flying home to

his beloved Kentucky hills. As someone who has sat across the table from him on many occasions in House-Senate conferences, I came to know CARL PERKINS as a skillful legislator and a persistent champion of educational opportunity.

We are even now in the Senate beginning to feel the magnitude of his absence as the leader in the House on education issues. I suggest that the lives of millions of people will be affected for years to come by his untimely death.

It is often said that, when battling over the details of educational legislation, we should keep in mind the children we are supposed to serve. CARL PERKINS never lost sight of the children of America when he advocated school lunches, handicapped laws, and compensatory education for the disadvantaged.

In fact, he was uninterested in personal glory, publicity, or the acclaim of interest groups or lobbyists. His constituency was poor children and their parents, and his motivation in his public service was to help them improve the quality of their lives.

I was looking forward to seeing CARL PERKINS in conference with the House on this vocational education bill because I wanted to thank him personally for his leadership last month in House passage of the Senate's math and science bill. CARL PERKINS sacrificed his own House version of that legislation in order that the math and science bill, the adult educational bill, the library services bill, and the vocational education bill would have the opportunity to pass this year. The incredible lack of ego involved in his actions on this and other issues stand as a lesson to all of us fortunate enough to serve in the Congress. Again, on this issue, his motivation was to complete as much legislation as possible to help disadvantaged Americans.

One law Congressman PERKINS was particularly proud of was the Vocational Education Act of 1963. Indeed, he has come to be known as the "Father of Vocational Education" in many respects. Therefore, in honor of his memory and his contributions to vocational education, I ask that the amendment I am offering which renames our bill the Carl Perkins Vocational Education Act of 1984 be accepted.

Mr. President, this is a modest gesture on the part of the Senate which is intended to indicate our sense of loss over Carl Perkins' passing.

The PRESIDING OFFICER. The question is on agreeing to the amendment.

The amendment (No. 3661) was agreed to.

* * * * * * *

The PRESIDING OFFICER. The bill having been read the third time, the question is, Shall it pass?

The bill (H.R. 4164), as amended, was passed, as follows:

Resolved, That the bill from the House of Representatives (H.R. 4164) entitled "An Act to amend the Vocational Education Act of 1963 to strengthen and expand the economic base of the Nation, develop human resources, reduce structural unemployment, increase productivity, and strengthen the Nation's defense capabilities by assisting the States to expand, improve, and update high-quality programs of vocational-technical education, and for other purposes", do pass with the following amendment: Strike out all after the enacting clause and insert:

That this Act may be cited as the "Carl Perkins Vocational Education Act of 1984".

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STATEMENT OF PURPOSE

SEC. 2. It is the purpose of this Act to—

(1) assist the States to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;

(2) assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

(3) promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States; and

(4) authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

AUTHORIZATION OF APPROPRIATIONS

SEC. 3. (a)(1) There are authorized to be appropriated $880,000,000 for the fiscal year 1985 and such sums as may be necessary for each of the succeeding fiscal years ending prior to October 1, 1989, to carry out the provisions of titles I, II, III (other than section 301(b)), and IV (other than part E) of this Act, relating to State programs.

(2) There are authorized to be appropriated $20,000,000 for the fiscal year 1985 and such sums as may be necessary for each of the succeeding fiscal years ending prior to October 1, 1989, to carry out programs of consumer and homemaking education under section 301(b).

(3) There are authorized to be appropriated $20,000,000 for the fiscal year 1985 and such sums as may be necessary for each of the succeeding fiscal years ending prior to October 1, 1989, to assist the States to carry out programs and services designed to enroll severely economically and educationally disadvantaged youth in vocational education programs or other education and training or for employment, using joint efforts between eligible recipients and community-based organizations.

(b)(1) From the funds appropriated pursuant to subsection (a)(1) for each fiscal year, 2 percent shall be available to carry out the provisions of title IV (other than part E), relating to national programs.

(2) There are authorized to be appropriated $3,700,000 for the fiscal year 1985 and such sums as may be necessary for each of the succeeding fiscal years ending prior to October 1, 1989, to carry out the provisions of part E of title IV, relating to bilingual vocational training.

DEFINITIONS

SEC. 4. As used in this Act:

(1) The term "administration" means activities of a State necessary for the proper and efficient performance of its duties under this Act, including supervision, but not including technical assistance and ancillary services.

(2) The term "area vocational education school" means—

(A) a specialized high school used exclusively or principally for the provision of vocational education to persons who are available for study in preparation for entering the labor market, or

(B) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market, or

(C) a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for study in preparation for entering the labor market, or

(D) the department or division of a junior college or community college or university operating under the policies of the State board

and which provides vocational education in no less than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if it is available to all residents of the State or an area of the State designated and approved by the State board, and if, in the case of a school, department, or division described in clause (C) or this clause, it admits as regular students both persons who have completed high school and persons who have left high school.

(3) The term "community-based organization" means any such organization of demonstrated effectiveness described in section 4(5) of the Job Training Partnership Act.

(4) The term "construction" includes construction of new buildings and acquisition, and expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

(5) The term "cooperative education" means a program of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

(6) The term "criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

(7) The term "correctional institution" means any—

(A) prison,

(B) jail,

(C) reformatory,

(D) work farm,

(E) detention center, or

(F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

(8) The term "Council" means the National Employers Council on Vocational Education.

(9) The term "curriculum materials" means materials, including materials using advanced learning technology, designed for use in courses of instruction in any occupational field which will be used to prepare individuals for employment at the entry level or to upgrade occupational competencies of individuals previously or presently employed in any occupational field.

(10) The term "disadvantaged" means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs, under criteria developed by the Secretary based on objective standards and the most recent available data.

Such term includes individuals who are from low-income families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

(11) The term "eligible recipient" means a local educational agency or a postsecondary educational institution.

(12) The term "guidance and counseling" means programs designed to develop in children, youth, and adults career awareness, career planning, and career decisionmaking to enable them to make and implement informed educational and occupational choices. The term includes assessments, information provision, counseling, and the coordination of services designed to assist in the choice of, planning for, and achievement in vocational education and in the transition from school to work.

(13) The term "handicapped", when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

(14) The term "homemaker" means an individual who—

(A) is an adult, and

(B) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

The Secretary may not prescribe the manner in which the States will comply with the application of the definition contained in this paragraph.

(15) The term "local educational agency" means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

(16) The term "low-income family or individual" means such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

(17) The term "postsecondary educational institution" means a nonprofit institution legally authorized to provide postsecondary education within a State for persons sixteen years of age or older, who have graduated from or left elementary or secondary school.

(18) The term "private vocational training institution" means a business or trade school, or technical institution or other technical or vocational school, in any State, which (A) admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by such institution; (B) is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations; (C) has been in exist-

ence for two years or has been specially accredited by the Secretary as an institution meeting the other requirements of this subsection; and (D) is accredited (i) by a nationally recognized accrediting agency or association listed by the Secretary pursuant to this clause, or (ii) if the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretary pursuant to this clause, or (iii) if the Secretary determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by him and composed of persons specially qualified to evaluate training provided by schools of that category, which committee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards. For the purpose of this paragraph, the Secretary shall publish a list of nationally recognized accrediting agencies or associations and State agencies which he determines to be reliable authority as to the quality of education or training afforded.

(19) The term "school facilities" means classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

(20) The term "Secretary" means the Secretary of Education.

(21) The term "single parent" means an individual who—

(A) is unmarried or legally separated from a spouse, and

(B) has a minor child or children for which the parent has either custody or joint custody.

(22) The term "State" includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

(23) The term "State board" means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration of vocational education in the State.

(24) The term "State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary or secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

(25) The term "vocational education" means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; and, for purposes of this paragraph, the term "organized education program" means only (A) instruction and counseling related to the occupation or occupations for which the students are in training or instruction and counseling necessary for students to benefit from such training, (B) the acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment (including advanced learning technologies), and (C) the activities of stu-

dent organizations whenever the activities of such organizations are directly related to vocational education. The term "vocational education" does not mean the construction, acquisition or initial equipment of buildings, or the acquisition or rental of land.

TITLE I—VOCATIONAL EDUCATION ASSISTANCE TO THE STATES

Part A—Allotment and Allocation

ALLOTMENT

SEC. 101. (a)(1) From the sums appropriated pursuant to section 3(a)(1), the Secretary shall reserve—

(A) 2 percent for the activities described in title IV; and

(B) 2 percent for the purpose of carrying out section 103.

(2) Subject to the provisions of paragraph (3), from the remainder of the sums appropriated pursuant to sections 3(a)(1), 3(a)(2), and 3(a)(3), the Secretary shall allot to each State for each fiscal year—

(A) an amount which bears the same ratio to 50 percent of the sums being allotted as the product of the population aged fifteen to nineteen inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;

(B) an amount which bears the same ratio to 20 percent of the sums being allotted as the product of the population aged twenty to twenty-four, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;

(C) an amount which bears the same ratio to 15 percent of the sums being allotted as the product of the population aged twenty-five to sixty-five, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States; and

(D) an amount which bears the same ratio to 15 percent of the sums being allotted as the amounts allotted to the State under clauses (A), (B), and (C) for such years bears to the sum of the amounts allotted to all the States under clauses (A), (B), and (C) for such year.

(3)(A) No State shall receive less than one-half of one percent of the amount available under this subsection for each such fiscal year except that in the case of the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands the minimum allotment shall be $200,000.

(B) No State shall, by reason of the application of the provisions of subparagraph (A) of this paragraph, be allotted more than 150 percent of the allotment of that State in the fiscal year preceding the fiscal year for which the determination is made.

(C) For the purpose of this paragraph, the term "State" does not include the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

(b) The amount of any State's allotment under subsection (a) for any fiscal year which the Secretary determines will not be required for such fiscal year for carrying out the program for which such amount has been allotted shall be available, from time to time, for reallotment, on such dates during such year as the Secretary shall fix, on the basis of criteria established by regulation; among other States. Any amount reallotted to a State under this subsection for any fiscal year shall remain available for obligation during the next succeeding fiscal year and shall be deemed to be part of its allotment for the year in which it is obligated.

(c)(1) The allotment ratio for any State shall be 1.00 less the product of—

(A) 0.50; and

(B) the quotient obtained by dividing the per capita income for the State by the per capita income for all the States (exclusive of Puerto Rico, Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands), except that (i) the allotment ratio in no case shall be more than 0.60 or less than 0.40 and (ii) the allotment ratio for Puerto Rico, Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands shall be 0.60.

(2) The allotment ratios shall be promulgated by the Secretary for each fiscal year between October 1 and December 31 of the fiscal year preceding the fiscal year for which the determination is made. Allotment ratios shall be computed on the basis of the average of the appropriate per capita incomes for the three most recent consecutive fiscal years for which satisfactory data are available.

(3) The term "per capita income" means, with respect to a fiscal year, the total personal income in the calendar year ending in such year, divided by the population of the area concerned in such year.

(4) For the purposes of this section, population shall be determined by the Secretary on the basis of the latest estimates available to the Department.

WITHIN STATE ALLOCATION

SEC. 102. (a) Each State shall allocate from its allotment (other than the amount of the allotment attributable to sums appropriated pursuant to section 3(a)(3)) in each fiscal year—

(1) not to exceed 6 percent of the allotment for administrative expenses;

(2) 1 percent of the allotment for the expenses of the State Council on Vocational Education, except that no State may allocate less than $120,000 nor more than $225,000 in each fiscal year for the purpose described in this clause; and

(3) of the remainder of the allotment of the State—

(A) 50 percent shall be available for activities described in title II, and

(B) 50 percent shall be available for activities described in title III.

(b) For the purpose of clause (2) of subsection (a) of this section, the term "State" shall not include the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

SEC. 103. (a)(1) For the purpose of this section—

(A) the term "Act of April 16, 1934" means the Act entitled "An Act authorizing the Secretary of the Interior to arrange with States or territories for the education, medical attention, relief of distress, and social welfare of Indians, and for other purposes", enacted April 16, 1934 (48 Stat. 596; 25 U.S.C. 452–457); and

(B) the term "Hawaiian native" means any individual any of whose ancestors were natives, prior to 1778, of the area which now comprises the State of Hawaii.

(2) From the funds reserved pursuant to section 101(a)(1)(B), the Secretary shall enter into contracts for Indian and Hawaiian native programs in accordance with the provisions of this section.

(b)(1) From the funds reserved pursuant to section 101(a)(1)(B), the Secretary is directed, upon the request of any Indian tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or under the Act of April 16, 1934, to enter into grants or contracts with any tribal organization of any such Indian tribe to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the purposes of this Act, except that such grants or contracts shall be subject to the terms and conditions of section 102 of the Indian Self-Determination Act and shall be conducted in accordance with the provisions of sections 4, 5, and 6 of the Act of April 16, 1934, which are relevant to the programs administered under this sentence. From any remaining funds reserved pursuant to section 101(a)(1)(B), the Secretary is authorized to enter into an agreement with the Commissioner of the Bureau of Indian Affairs for the operation of vocational education programs authorized by this Act in institutions serving Indians eligible to receive educational benefits as Indians from the Bureau of Indian Affairs, and the Secretary of the Interior is authorized to receive the funds for the purposes described in this paragraph.

(2) For the purposes of this Act, the Bureau of Indian Affairs shall be deemed to be a State board; and all the provisions of this Act shall be applicable to the Bureau as if it were a State board.

(c) From the funds reserved pursuant to section 101(a)(1)(B) and available for this subsection, the Secretary is directed, upon the request of any eligible recipient or any nonprofit private organization which is engaged in furnishing educational services or activities to Hawaiian natives, to enter into contracts with any such eligible recipient or nonprofit private organization to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the provisions of this section for the benefit of Hawaiian natives.

PART B—STATE ORGANIZATIONAL AND PLANNING RESPONSIBILITIES

STATE ADMINISTRATION

SEC. 111. (a)(1) Any State desiring to participate in the vocational education program authorized by this Act shall, consistent with State law, designate or establish a State board of vocational education which shall be the sole State

agency responsible for the administration or the supervision of the State vocational education program. The responsibilities of the State board shall include—

(A) the coordination of the development of policy with respect to such programs;

(B) the development in consultation with the State council on vocational education, and the submission to the Secretary, of the State plan required by section 113 and by section 114;

(C) the consultation with the State council on vocational education and other appropriate State agencies, councils, and individuals involved in the planning and approval as required by sections 113 and 114; and

(D) the adoption of such procedures as the State board considers necessary to implement State level coordination with the State job training coordinating council to encourage cooperation in the conduct of their respective programs.

Except with respect to the functions set forth in the preceding sentence, the State board may delegate any of its other responsibilities involving administration, operation, or supervision, in whole or in part, to one or more appropriate State agencies.

(2) Each State shall include a description of any delegation of its functions under paragraph (1) in its State plan, or amendments to such plan, submitted to the Secretary.

(b)(1) Any State desiring to participate in the programs authorized by this Act shall assign at least one individual within the appropriate agency established or designated by the State board under the last sentence of subsection (a)(1) to administer vocational education programs within the State, to work full time to assist the State board to fulfill the purposes of this Act by—

(A) administering the program of vocational education for single parents and homemakers described in section 201(e);

(B) gathering, analyzing, and disseminating data on the adequacy and effectiveness of vocational education programs in the State in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women), and on the status of men and women students and employees in such programs;

(C) reviewing vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations, and submitting (i) recommendations for inclusion in the State plan and the progress reports of programs and policies to overcome sex bias and sex stereotyping in such programs, and (ii) an assessment of the State's progress in meeting the purposes of this Act with regard to overcoming sex discrimination and sex stereotyping;

(D) reviewing proposed actions on grants, contracts, and the policies of the State board to ensure that the needs of women are addressed in the administration of this Act;

(E) developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women (including opportunities for careers as technicians and

skilled workers in technical fields and new and emerging occupational fields);

(F) providing technical assistance and advice to local educational agencies, postsecondary institutions, and other interested parties in the State, in expanding vocational opportunities for women; and

(G) assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education and to increase male and female students' enrollment in nontraditional programs.

(2) For the purpose of this subsection, the term "State" means any one of the fifty States and the District of Columbia.

(3) Each State shall expend not less than $60,000 in each fiscal year to carry out the provisions of this subsection from the funds made available in section 202(3).

(c) The State board shall make available to each private industry council established under part A of title I of the Job Training Partnership Act within the State a description of all programs assisted under this Act to be operated by eligible recipients in service delivery areas designated under such part A.

STATE COUNCIL ON VOCATIONAL EDUCATION

SEC. 112. (a) Each State which desires to participate in vocational education programs authorized by this Act for any fiscal year shall establish a State council, which shall be appointed by the Governor or, in the case of States in which the members of the State board of education are elected (including election by the State legislature), by such board, except as provided in clause (5) of this subsection. Each State council shall be composed of eleven individuals so that—

(1) a majority of its membership are individuals who are representative of business and industry in the State;

(2) one of the members appointed under clause (1) is a member of the State job training coordinating council established pursuant to section 122 of the Job Training Partnership Act;

(3) individuals who are representative of secondary vocational education and postsecondary vocational education in the State are members, except that representation under this clause for secondary education and postsecondary education shall be equal;

(4) one individual who is representative of special education;

(5) two individuals who are members from the State legislature, appointed by the legislature, one appointed from each House (or in the case of an unicameral legislature, appointed from the legislature) are members; and

(6) at least one individual who is representative of labor organizations in the State is a member.

(b) The State shall certify the establishment and membership of the State council at least 90 days prior to the beginning of each planning period described in section 113(a)(1).

(c) Each State council shall meet as soon as practical after certification has been accepted by the Secretary and shall select from among its membership a

Chair who shall be a nongovernmental representative member of the State council. The time, place, and manner of meeting, as well as council operating procedures and staffing, shall be as provided by the rules of the State council, except that such rules must provide for not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education program of the State.

(d)(1) Each State council shall consult with and make recommendations to the State board on policy matters arising out of vocational education programs assisted under this Act and in the development of the State plan submitted under section 113.

(2) Each State council shall review the State plan in accordance with the procedures described in section 114.

(3) Each State council shall—

(A) analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State;

(B) furnish consultation to the State board on the establishment of evaluation criteria for vocational education programs within the State;

(C) submit recommendations to the State board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations;

(D) assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs;

(E) recommend procedures to the State board to insure and enhance the participation of the public in the provisions of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations;

(F) report to the State board on the extent to which the individuals described in section 201(b) are provided with equal access to quality vocational education programs; and

(G) make recommendations to the State board for cooperation with programs assisted under this Act with programs assisted under the Job Training Partnership Act, and at least once every two years assess the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act to the extent that the objectives of this Act and the Job Training Partnership Act are compatible.

(e)(1) Each State council is authorized to obtain the services of such professional, technical, and clerical, personnel as may be necessary to enable it to carry out its functions under this Act and to contract for such services as may be necessary to carry out its evaluation functions, independent of programmatic and administrative control by other State boards, agencies, and individuals.

(2) Each State council, in carrying out the provisions in paragraph (1), shall seek and obtain the advice of experts who are knowledgeable in the special education needs of the groups of individuals to be served under this Act, including handicapped, disadvantaged, women, adults, and the incarcerated.

(f) Each State shall make available for the expenses of the State council on vocational education the portion of its allotment required under section 102(a)(2) but not less than $120,000 for each fiscal year.

STATE PLANS

SEC. 113. (a)(1) Any State desiring to receive funds from its allotment for any fiscal year shall submit to the Secretary a State plan for a three-year period in the case of the initial plan and a two-year period thereafter, together with such annual revisions as the State board determines to be necessary.

(2) The planning periods required by paragraph (1) of this subsection shall be coterminous with the planning program periods required under section 104(a) of the Job Training Partnership Act.

(3) In developing the State plan, the State shall—

(A) assess the current and projected occupational needs within the State;

(B) examine student needs in order to determine how best to improve student skill levels in light of the State's occupational and skill requirements;

(C) assess the special needs of groups of individuals specified in section 201(b) for access to vocational education and vocational services in terms of labor market needs;

(D) assess the quality of vocational education in terms of—

(i) the pertinence of programs to the workplace and to new and emerging technologies,

(ii) the responsiveness of programs to the current and projected occupational needs in the State,

(iii) the capacity of programs to facilitate entry into, and participation in, vocational education and to ease the school-to-work and secondary-to-postsecondary transition, and

(iv) the technological and educational quality of vocational curricula, equipment, and instructional materials to enable vocational students and instructors to meet the challenges of increased technological demands of the workplace;

(E) determine the capacity of local educational agencies, with respect to secondary education and postsecondary educational institutions, to deliver the vocational education services necessary to meet the needs identified through the assessments required by clauses (A) through (D) of this paragraph; and

"(F) determine, for each fiscal year, how the services and activities supported by funds furnished under this Act can be expected to assist the State in meeting the needs identified through the assessments required by clauses (A) through (D) of this paragraph.".

(b) Each such plan shall—

(1) provide assurances that, and where necessary a description of the manner in which, the State board will comply with the requirements of titles I, II, and III of this Act, including—

(A) a description of the manner in which the State will comply with the criteria required for programs for the handicapped and for the disadvantaged prescribed by section 204;

(B) assurances that the State will comply with the distribution of assistance requirements contained in section 203;

(C) a description of the criteria for the distribution of assistance required by section 203 and section 302;

(D) assurances that, to the extent consistent with the number and location of individuals described in clauses (1) and (2) of section 201(b) in the State who are enrolled in private elementary and secondary schools, provision is made for the participation of such individuals in the vocational education program assisted under title II of this Act;

(2) set forth the planned uses of Federal funds available for vocational education for each fiscal year for which the plan is submitted and described how the State did carry out the provisions of section 113(a)(3);

(3) provide assurances that the State will distribute at least 80 percent of the funds made available for titles II and III to eligible recipients, or combination of eligible recipients, except that the State will distribute 100 percent of the funds available for clauses (1) and (2) of section 202, relating to the disadvantaged and the handicapped, to eligible recipients in accordance with section 203(a);

(4) provide assurances that, in the use of funds available for single parents and homemakers under section 201(b)(3), that the State will emphasize assisting individuals with the greatest financial need, and that in serving homemakers the State will give special consideration to homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment;

(5) provide assurances that the State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex;

(6) describe the methods of administration that are necessary for the proper and efficient administration of the assistance provided under titles II and III of this Act;

(7)(A) provide assurances that the State will develop measures for the effectiveness of programs assisted under this Act in meeting the needs identified in the State plan, including evaluative measurements such as—

(i) the occupations to be trained for, which will reflect a realistic assessment of the labor market needs of the State;

(ii) the levels of skills to be achieved in particular occupations, which will reflect the hiring needs of employers; and

(iii) the basic employment competencies to be used in performance outcomes, which will reflect the hiring needs of employers; and

(B) the State will, as a component of the measures under subclause (A) of this clause, establish appropriate measures for evaluating the effectiveness of programs for the handicapped assisted under this Act;

(8) provide assurances that the State board will cooperate with the State council on vocational education in carrying out its duties under this part;

(9) provide assurances that—

(A) funds will be distributed to eligible recipients on the basis of annual applications,

(B) the State will set forth the procedures to be used in approving such applications, and

(C) any eligible recipient dissatisfied with final action with respect to any application for assistance under this Act will be given reasonable notice and opportunity for a hearing;

(10) provide assurances that eligible recipients, in furnishing vocational education services and activities, will equitably serve the special needs of individuals with limited English proficiency;

(11)(A) provide assurances that Federal funds made available under this Act will be used so as to supplement, and to the extent practicable increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses specified in the State plan, and in no case supplant such State or local funds;

(B) provide assurances that the amount expended from State and local sources for vocational education for handicapped individuals in a State in each fiscal year will be equal to or more than the amount expended from State and local sources for vocational education for handicapped individuals in the State in the fiscal year 1984; and

(12) provide assurances that the State will make provision for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to eligible recipients under this Act).

APPROVAL

SEC. 114. (a) Each State plan prepared in accordance with the provisions of section 113 shall include all recommendations made by the State council with respect to the plan for vocational education programs which are not incorporated as a part of the plan, along with the reasons of the State board for not incorporating such recommendations in the plan.

(b)(1) Each State plan shall, 60 days before the plan is to be submitted to the Secretary, be furnished to the State legislature and the State job training coordinating council of the State for review and comment. If the matters covered by the comments of the State legislature and the State job training coordinating council are not covered by the State plan, the State shall submit the comments with the State plan to the Secretary.

(2) If the State legislature is not in session during the period described in paragraph (1), the State board shall submit the plan for review and comment to the next meeting of the State legislature and forward the comments of the State legislature to the Secretary when the comments are received.

(c)(1) Each State plan shall be submitted to the State council on vocational education for review and comment not later than 60 days prior to the submission of the plan to the Secretary.

(2) Whenever the State council disagrees with the reasons set forth by the State board for not incorporating the recommendations of the State council in the State plan, the State council shall append its comments on the State plan to such plan, and the State shall submit the appended comments with the State plan to the Secretary.

(d)(1) The Secretary shall provide technical assistance and guidance to the States in order to assist the States to fulfill the requirements of section 113(a)(3).

(2)(A) The Secretary shall approve any State plan which meets the requirements of section 113 and the other provisions of this Act.

(B) In approving State plans under this section, the Secretary shall consider the comments of the State council submitted as a part of the State plan.

(3) The Secretary shall not make any final determination disapproving any State plan, or any modification thereof, without first affording the State reasonable notice and opportunity for a hearing.

Part C—State Assistance for Vocational Education Support Programs by Community-Based Organizations

APPLICATIONS

Sec. 121. (a) Each community-based organization which desires to receive assistance under this part shall prepare jointly with the appropriate eligible recipient and submit an application to the State board at such time, in such manner, and containing or accompanied by such information as the State board may require. Each such application shall—

(1) contain an agreement between the community-based organization and the eligible recipients in the area to be served, which includes the designation of fiscal agents established for the program;

(2) provide a description of the uses for which assistance is sought pursuant to section 121(b) together with evaluation criteria to be applied to the program;

(3) provide assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth ages sixteen through twenty-one, inclusive;

(4) provide assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought;

(5) describe the collaborative efforts with the eligible recipients and the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into the vocational education programs; and

(6) provide assurances that the programs conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the State.

USES OF FUNDS

Sec. 122. (a) From the portion of the allotment of each State under section 101 available under this part, each State shall provide financial assistance to joint programs of eligible recipients and community-based organizations within the State for the conduct of special vocational education services and activities described in subsection (b).

(b) Funds provided under this section may be used for—

(1) outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training;

(2) transitional services such as attitudinal and motivational prevocational training programs;

(3) prevocational educational preparation and basic skills development conducted in cooperation with business concerns;

(4) special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, Appalachian youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;

(5) career intern programs;

(6) assessment of students needs in relation to vocational education and jobs; and

(7) guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

TITLE II—PROGRAMS FOR VOCATIONAL EDUCATION OPPORTUNITIES

USES OF FUNDS

SEC. 201. (a) From the portion of the allotment of each State under section 101 available for this title, each State shall provide vocational education services and activities designed to meet the special needs of groups of individuals specified in subsection (b).

(b) To meet the needs identified in the State plan, each State shall use the portion of its allotment available for this title in any fiscal year to provide vocational education services and activities designed to meet the special needs of, and to enhance the participation of—

(1) handicapped individuals;

(2) disadvantaged individuals;

(3) individuals who are single parents or homemakers; and

(4) criminal offenders who are serving in a correctional institution.

(c) Each State shall use the portion of its allotment available for this title in any fiscal year for handicapped individuals only for expenditures limited to supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education that are essential for handicapped individuals to participate in vocational education, except that each State may use such funds for separate vocational education programs for handicapped individuals if the handicapping conditions of the students require a separate program.

(d) Each State may use the portion of its allotment available for this title for any fiscal year for the improvement of vocational education programs designed to provide equal access to quality vocational education to disadvantaged individuals including the acquisition of modern machinery and tools and the cost of services and activities which apply the latest technological advances to courses of instruction.

(e) Each State may use the portion of its allotment available for this title to—

(1) provide, subsidize, reimburse or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials, that will furnish single parents and homemakers with marketable skills;

(2) make grants to eligible recipients for expanding vocational education services when this expansion directly increases the eligible recipients' capacity for providing single working parents and homemakers with marketable skills;

(3) make grants to community-based organizations for the provision of vocational education services to single parents and homemakers, if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents and homemakers, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training and the characteristics of the participants;

(4) make vocational education and training more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling the programs so that such programs are more accessible; and

(5) provide information to single working parents and homemakers to inform them of vocational education programs and related support services.

(f)(1) Each State may use the portion of its allotment available for this title in any fiscal year for basic skills instruction for vocational education students and related to their instructional program whenever the State board determines that such instruction is necessary to carry out the purposes described in subsection (b) of this section.

(2) Each State may use the portion of its allotment available for this title in any fiscal year for the provision of educational training through arrangements with private vocational training institutions where such private institutions can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

(g)(1) Vocational education services and activities described in subsection (b) shall, to the extent practicable, include work-site programs such as cooperative vocational education, work-study, and apprenticeship programs.

(2) Vocational education services and activities described in subsection (b) may include placement services for students who have successfully completed vocational education programs.

DISTRIBUTION OF ASSISTANCE

SEC. 202. Of the amounts made available to each State from the portion of its allotment available for this title for each fiscal year—

(1) 25 percent shall be available for handicapped individuals;

(2) 50 percent shall be available for disadvantaged individuals;

(3) 23 percent shall be available for individuals who are single parents and homemakers; and

(4) 2 percent shall be made available for criminal offenders who are in correctional institutions.

SEC. 203. (a)(1) The State board shall allocate the 75 percent of the amount allotted to the State and available for this title for vocational education services and activities for the handicapped and the disadvantaged to eligible recipients in accordance with the provisions of this subsection.

(2) Of the amount allocated under this subsection—

(A) 33⅓ percent of such amount shall be allocated to eligible recipients on the basis of the relative number of economically disadvantaged individuals enrolled in each eligible recipient compared to the total number of such individuals enrolled in all eligible recipients within the State;

(B) 33⅓ percent shall be allocated on the basis of the relative number of disadvantaged and handicapped students served in vocational education programs by each eligible recipient within the State in the fiscal year preceding the fiscal year for which the determination is made as compared to the total number of such individuals served by all eligible recipients within the State in such year; and

(C) the remainder shall be allocated on the basis of criteria developed by the State which take into account increases in the numbers or percentages of handicapped and disadvantaged students proposed to be served by the eligible recipients within the State, but such criteria shall not penalize eligible recipients which are already serving an equitable number or percentage of such students.

(3)(A) Subject to the limitation contained in clause (C) of paragraph (2) and the second sentence of this subparagraph, for any fiscal year beginning after the first fiscal year in which an eligible recipient receives payments under this title in which an eligible recipient fails to carry out the criteria established for clause (C) of paragraph (2), the State board may, pursuant to uniform criteria established by the State board, reduce the amount of the payments made under this subsection to any such eligible recipient for such fiscal year. No reduction authorized by this paragraph may include a reduction in the allocation criteria required by clause (A) of paragraph (2).

(B) Whenever in any fiscal year the provisions of subparagraph (A) apply, the State board shall allocate the amounts made available by the application of subparagraph (A) to all other eligible recipients within the State (not subject to such subparagraph) on the basis of their original allocations.

(4) Each local educational agency shall use, to the extent feasible, community-based organizations of demonstrated effectiveness, in addition to other eligible recipients, for the use of funds available under this title in areas of the State in which there is an absence of sufficient vocational education facilities or in which the vocational education programs do not adequately address the needs of disadvantaged students, or in which the local educational agency determines that the community-based organization can better serve disadvantaged students.

(5) Each local educational agency is authorized to use funds allocated under paragraph (1) of this subsection for joint projects with one or more other local educational agencies.

(b)(1)(A) Whenever the State board determines that the distribution of funds, in accordance with subsection (a) of this section, will result, with respect to any eligible recipient, in ineffective programing and use of funds made available under this title, the State board may adopt a *de minimis* rule under which funds are not allocated to such an eligible recipient and are reallocated under this subsection. The State board may, in carrying out the provisions of this paragraph, apply the rule only to any eligible recipient within the State which is eligible to receive $1,000 or less in any fiscal year.

(B) For the purpose of this paragraph, an eligible recipient includes a joint application under paragraph (5) of subsection (a).

(2) Whenever the State board determines that the rule stated in paragraph (1) of this subsection applies to any eligible recipient, the State board shall allocate the amounts made available by the application of paragraph (1) to other eligible recipients within the State not subject to such paragraph.

(c) The State board shall establish criteria for the distribution of the remaining 25 percent of the amount of the allotment of the State available for this title to eligible recipients and to community-based organizations pursuant to section 201(e)(3) within the State for the purposes described in clauses (3) and (4) of section 202.

(d) Nothing in this title shall be construed to require the State board to identify, separately, expenditures for disadvantaged individuals and for handicapped individuals with respect to eligible recipients within the State.

CRITERIA FOR SERVICES AND ACTIVITIES FOR THE HANDICAPPED AND FOR THE DISADVANTAGED

SEC. 204. (a) The State board shall, with respect to that portion of the allotment distributed in accordance with section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals, provide assurances that—

(1) equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities;

(2) equal access will be provided to handicapped and disadvantaged individuals to the full range of vocational programs available to nonhandicapped and nondisadvantaged individuals, including occupationally specific courses of study, cooperative education, and apprenticeship programs; and

(3)(A) vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education plan required under section 612(4) and section 614(a)(5) of such Act; and

(B) vocational education planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education.

(b) Each local educational agency shall, with respect to that portion of the allotment distributed in accordance with section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals, provide information to handicapped and disadvantaged students and

parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs.

(c) Each student who enrolls in vocational education programs and to whom subsection (b) applies shall receive—

(1) assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program;

(2) special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause (1);

(3) guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(d) Whenever the State board determines that it is appropriate, vocational education services and activities for handicapped individuals and disadvantaged individuals may be furnished jointly or in common.

TITLE III—VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION

USES OF FUNDS

SEC. 301. (a) From the portion of the allotment of each State under section 101 available for this title from amounts appropriated pursuant to section 3(a)(1) for each fiscal year, each State may use funds so available to meet the needs identified in the State plan for—

(1) the improvement of vocational education programs within the State designed to improve the quality of vocational education, including the provision of technical assistance;

(2) the expansion of vocational education activities necessary to meet the student needs, particularly in economically depressed urban and rural areas of the State in which there are inadequate vocational education programs;

(3) the introduction of new vocational education programs, particularly in economically depressed urban and rural areas of the State;

(4) the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote the entry of new businesses and industries into a State or community;

(5) exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities;

(6) guidance, counseling, and career development activities conducted by professionally trained counselors in the improvement of vocational education programs within the State;

(7) programs relating to curriculum development in vocational education within the State, including the application of basic skills training;

(8) the expansion and improvement of programs at area vocational education schools; and

(9) the acquisition of equipment and the renovation of facilities necessary to improve or expand vocational education programs within the State.

(b) From the portion of the allotment for each fiscal year under section 101 available under this title from amounts appropriated pursuant to section 3(a)(2) for each fiscal year, each State shall conduct consumer and homemaking education programs.

(c) From the portion of the allotment of each State under section 101 available for this title from amounts appropriated pursuant to section 3(a)(1) for each fiscal year, each State shall use grants for the provision of inservice and preservice training designed to increase the competence of vocational education teachers, counselors, and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education.

DISTRIBUTION OF ASSISTANCE

SEC. 302. (a) The State board shall establish criteria for the distribution of the amounts made available for the portion of its allotment available for this title from amounts appropriated pursuant to section 3(a)(1) for each fiscal year, and which are to be distributed among eligible recipients, or combination of eligible recipients. In prescribing criteria under this subsection, the State board shall give special emphasis to economically depressed urban and rural areas of the State and to area vocational education schools serving such areas.

(b)(1) Not less than 30 percent of the amount available for each State under this title in each fiscal year shall be available only for vocational education services and activities at the secondary and postsecondary school level to train and retrain adults.

(2) The set-aside required by paragraph (1) may also be used by the State to comply with the set-aside required by subsection (c).

(c) Not less than 10 percent of the amount available to each State for this title in each fiscal year shall be available only for conducting industry education partnership training programs in high technology occupations.

CRITERIA FOR PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION

SEC. 303. (a) Subject to the provisions of this title, each State may expend funds available under this title in the manner best suited to carry out the purposes of this Act within the State.

(b) Each State may make use of community-based organizations of demonstrated effectiveness, in addition to eligible recipients, for the use of funds available under this title in areas of the State in which there is an absence of sufficient vocational education facilities or in which the vocational education programs do not adequately address the needs of disadvantaged students or wherever the community-based organization can better serve disadvantaged students.

(c) Any project assisted with funds made available under this title shall be of sufficient size, scope, and quality to give reasonable promise of meeting the vocational education needs of the students involved in the project.

CRITERIA FOR INDUSTRY EDUCATION PARTNERSHIP TRAINING PROGRAMS IN HIGH TECHNOLOGY OCCUPATIONS

SEC. 304. (a) Grants under this section shall be used for industry education partnership training programs in high technology occupations, including vocational education services and activities designed to train skilled workers and technicians in high technology occupations, especially projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes.

(b) No grant for any industry education partnership training program under this section may be made unless the eligible recipient enters into a grant agreement which contains provisions designed to assure that—

(1) not less than 50 percent of the aggregate costs of programs and projects assisted under this part will be provided from non-Federal sources, and not less than 50 percent of that non-Federal share of aggregate costs in the State will be provided by participating business concerns;

(2) projects assisted under this section will be coordinated with projects assisted under title II; and

(3) projects assisted under this section will be developed with the active participation of the State council established pursuant to section 112.

(c) The non-Federal contribution may be in cash or in kind, fairly evaluated, including but not limited to planning expenses, plant, equipment, and services.

CRITERIA FOR ADULT PROGRAMS AND POSTSECONDARY PROGRAMS FOR ADULTS

SEC. 305. (a) Funds available under this section shall be used to provide, improve, and expand adult and postsecondary vocational education services and activities to train and retrain adults.

(b) Funds used for the purpose described in subsection (a) may be used for services and activities developed in coordination with the State agency administering title III of the Job Training Partnership Act.

(c) Funds for services and activities under this section may be used for—

(1) additional training under title III of the Job Training Partnership Act;

(2) vocational education programs for training or retraining adults, including programs for older Americans and displaced homemakers;

(3) the costs of serving adults in other vocational education programs, including paying the costs of instruction or the costs of keeping school facilities open longer;

(4) individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designed as baccalaureate or higher degree programs; and

(5) individuals who have already entered the labor market, or have completed or left high school, and who are not described in clause (4).

TITLE IV—NATIONAL PROGRAMS

PART A—RESEARCH

RESEARCH OBJECTIVES

SEC. 401. It is the purpose of this part—

(1) to authorize research activities which contribute to improving the access to vocational education programs of individuals who are disadvantaged, who are handicapped, women who are entering nontraditional occupations, adults who are in need of retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

(2) to improve the competitive process by which research projects are awarded;

(3) to encourage the dissemination of findings of research projects assisted under this Act to all States; and

(4) to authorize research activities which are readily applicable to the vocational education setting and are of practical application to vocational education administrators, counselors, and instructors and others involved in vocational education.

RESEARCH ACTIVITIES

SEC. 402. (a) In order to carry out the objectives set forth in section 401, the Secretary shall conduct applied research on aspects of vocational education specifically related to this Act. Such research may be conducted through the National Institute of Education or any other division of the Department of Education which the Secretary determines to be appropriate. Such research shall include—

(1) effective methods for providing quality vocational education to handicapped individuals, disadvantaged individuals, men and women in nontraditional fields, adults, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

(2) strategies for coordinating local, State, and Federal vocational education, employment training, and economic development programs to maximize their efficacy and for improving worker training and retraining;

(3) the constructive involvement of the private sector in public vocational education;

(4) successful methods of reinforcing and enhancing basic academic skills in vocational settings;

(5) the development of curriculum materials and instructional methods relating to new and emerging technologies, and assessments of the nature of change in the workplace and its effect on individual jobs;

(6) the identification of institutional characteristics which improve the preparation of youth and adults for employment; and

(7) the development of effective methods for providing quality vocational education to individuals of limited English proficiency, including research related to bilingual vocational training.

(b) In addition, the Secretary shall—

(1) operate a clearinghouse for information on activities conducted by the States under titles II and III, and on contracts made by the Secretary pursuant to this section; and compile an annotated bibliography of research, exemplary and innovative program projects, and curriculum development projects assisted with funds made available under this Act;

(2) initiate leadership development and inservice education activities for State and local vocational education instructors, counselors, and administrators; and

(3) support meritorious, unsolicited research proposals from State and local educators relating to the goals of this Act.

(c) The Secretary shall give preference in carrying out the provisions of this part to public and private postsecondary institutions which have demonstrated competencies in conducting vocational education research.

(d) No more than 20 percent of the amount made available under this part in any fiscal year may be awarded to any single recipient of financial assistance under this part.

NATIONAL ASSESSMENT OF VOCATIONAL EDUCATION PROGRAMS ASSISTED UNDER THIS ACT

SEC. 403. (a) The Secretary shall conduct a national assessment of vocational education assisted under this Act, through independent studies and analysis by the National Institute of Education. The assessment shall include descriptions and evaluations of—

(1) the vocational education activities and services delivered to the individuals who benefit from vocational education activities and services assisted under this Act, including the expansion of access to quality vocational education for individuals described in section 201(b) and adults;

(2) the impact of this Act in modernizing the Nation's vocational education system and expanding its capacity to meet the changing needs of the workplace;

(3) the resources needed to meet adequately the Nation's job training needs;

(4) the coordination of vocational education programs with employment training and economic development among the States;

(5) the impact of vocational education programs on the achievement of academic skills and employment opportunities of students;

(6) the coordination of vocational education and postsecondary programing for handicapped and disadvantaged individuals;

(7) the skill and competency levels developed by States pursuant to section 113(b)(8);

(8) the effectiveness of vocational education programs and services for individuals of limited English proficiency; and

(9) the effectiveness of bilingual vocational training, including bilingual vocational instructor training, to address the unmet needs of individuals of limited English proficiency.

The National Institute of Education shall consult with the Committee on Labor and Human Resources of the Senate and the Committee on Education and Labor of the House of Representatives in the design and implementation of the assessment required by this section. The National Institute of Education

shall report to Congress the preliminary results of the assessment required by this section in January and July of 1988, and a final report shall be prepared and submitted to the Congress not later than January 1, 1989.

(b) Notwithstanding any other provision of law or regulation, such reports shall not be subject to any review outside of the Department of Education before their transmittal to the Congress, but the President and the Secretary may make such additional recommendations to the Congress with respect to the assessment as they deem appropriate.

(c) Not more than 20 percent of the amounts available under this part in any fiscal year may be expended to carry out the assessment authorized by this section.

NATIONAL COMPARISON ASSESSMENT

SEC. 404. The Secretary, through the National Institute of Education shall, as part of the National Assessment of Educational Progress required by section 405(k) of the General Education Provisions Act, identify vocational education students among the national sample of students who have attained 17 years of age to enable a comparison to be made over time of the achievements in reading, writing, and arithmetic, by region of the country, and by socioeconomic level of vocational education students and other students.

PART B—COOPERATIVE EMPLOYER EDUCATION PROGRAMS

PROGRAM AUTHORIZED

SEC. 411. (a) From the amounts available for this part under section 451 for each fiscal year, the Secretary is authorized to carry out, directly or through grants to or contracts with State and local educational agencies, postsecondary vocational institutions, institutions of higher education, and other public and private agencies, organizations, and institutions, programs and projects which support—

(1) model programs providing improved access to quality vocational education programs for those individuals described in section 201(b) of this Act and for men and women seeking nontraditional occupations;

(2) examples of successful cooperation between the private sector and public agencies in vocational education, including work experience and apprenticeship programs and programs assisting in the transition from school to work;

(3) programs to overcome national skill shortages, as designated by the Secretary in cooperation with the Secretary of Labor, Secretary of Defense, and Secretary of Commerce; and

(4) such other activities which the Secretary may designate which are related to the purposes of this Act.

(b) All programs funded by amounts made available by this section shall be—

(1) of direct service to individuals enrolled in such programs; and

(2) capable of wide replication by service providers.

(c) The Secretary shall disseminate the results of the programs and projects assisted under this section in a manner designed to improve the training of

teachers, other instructional personnel, counsellors, and administrators who are needed to carry out the purposes of this Act.

Part C—Vocational Education and Occupational Information Data Systems

data systems authorized

Sec. 421. (a)(1) The Secretary shall develop, within the National Center for Education Statistics, a national vocational education data reporting and accounting system using uniform definitions. The system required by this section shall include information on vocational education—

(A) students (including information on their race, sex, and handicapping condition),

(B) programs,

(C) program completers and leavers,

(D) staff,

(E) facilities, and

(F) expenditures.

(2) In developing the system required by this subsection, the Secretary shall endeavor to make the system compatible with the occupational information data system developed pursuant to subsection (b), with other information systems involving data on programs assisted under the Job Training Partnership Act, and with information collected pursuant to the Education of the Handicapped Act.

(3) Any State receiving assistance under this Act shall cooperate with the Secretary in supplying the information required to be submitted by the Secretary and shall comply in its reports with the vocational education data system developed by the Secretary pursuant to paragraph (1). Each State shall submit the data required to carry out this subsection to the Secretary in whatever form the Secretary requires. Whenever possible, the reporting of data under this paragraph shall include reporting of data by labor market areas within the State.

(4) The Secretary shall every 2 years update the national vocational education information and accounting system and prepare acquisition plans of data for operating the system. In carrying out the requirements under this paragraph, the Secretary shall use scientific sample surveys for the information required, except that the information required with respect to handicapped students shall be furnished in accordance with section 422 of this Act.

(5) The Secretary may conduct special studies on enrollment of disadvantaged students in vocational education programs, on the participation of handicapped students in vocational education programs, and any other similar subjects which the Secretary deems appropriate.

(6) The Secretary shall use 33⅓ percent of the funds available for this part under section 451(3) for the purpose of assisting the States in complying with the data collection requirements of this subsection and shall use 66⅔ percent to carry out subsection (b).

(b)(1) There is established a National Occupational Information Coordinating Committee which shall consist of the Secretary, the Administrator of the National Center of Education Statistics, the Commissioner of Labor Statistics,

the Assistant Secretary for Employment and Training, the Assistant Secretary of Commerce for Economic Development, the Assistant Secretary of Defense (Manpower, Reserve Affairs and Logistics), the Under Secretary of Agriculture for Small Community and Rural Development, and the Assistant Secretary of Health and Human Services for Vocational Rehabilitation. The Committee, with funds available to it under section 431(3) shall—

(A) in the use of program data and employment data, improve coordination between, and communication among, administrators and planners of programs authorized by this Act and by the Job Training Partnership Act, employment security agency administrators, research personnel, and employment and training planning and administering agencies at the Federal, State, and local levels;

(B) develop and implement an occupational information system to meet the common occupational information needs of vocational education programs and employment and training programs of the national, State, and local levels, which system shall include data on occupational demand and supply based on uniform definitions, standardized estimating procedures, and standardized occupational classifications;

(C) conduct studies on the effect of technological change on existing or emerging occupations and on the knowledge and job skills which will be required by workers; and

(D) assist State occupational information coordinating committees established pursuant to paragraph (2);

(2) Each State receiving assistance under this Act and under the Job Training Partnership Act shall establish a State occupational information coordinating committee composed of representatives of the State board, the State employment security agency, the State job coordinating council, the agency administering the vocational rehabilitation program, and the State economic development agency. This committee shall, with funds available to it from the National Coordinating Committee established pursuant to paragraph (1)—

(A) implement an occupational information system in the State which will meet the common needs for the planning for, and the operation of, programs of the State board assisted under this Act and of the administering agencies under the Job Training Partnership Act; and

(B) use the occupational information system to implement a career information delivery system.

INFORMATION BASE FOR VOCATIONAL EDUCATION DATA SYSTEM

SEC. 422. The Secretary shall assure that adequate information on the access to vocational education programs by handicapped secondary school students be included in the national vocational education data system, required by section 161 of the Vocational Education Act of 1963 (prior to the repeal made by section 523(a)) and by this part, for the biennial survey. The information base for the biennial survey for the handicapped shall be in 6-digit detail as defined in A Classification of Instructional Programs published by the National Center for Educational Statistics. The survey shall include information with respect to total handicapped enrollment by program, by type of instructional setting, and by type of handicapping condition.

COUNCIL ESTABLISHED

SEC. 431. (a)(1) There is established the National Employers Council on Vocational Education. The Council shall consist of twenty-one members appointed by the President.

(2) The members of the Council shall serve for such terms as the President may prescribe. Members of the Council shall be individuals who are owners, chief executives, or chief operating officers of private for-profit business concerns, including health and educational institutions, as well as other executives of business concerns and business associations who have substantial management or policy responsibility, except that at least one member shall be a nonpublic member appointed from among members of the National Commission for Employment Policy established under the Job Training Partnership Act, and not more than 3 members shall be representatives of labor organizations.

(b) The Council shall advise the President, Congress, and the Secretary on—

(1) the effectiveness of this Act or its implementation in achieving the stated purposes of this Act and in providing students with skills that meet needs of employers;

(2) strategies for increasing cooperation between business and vocational education so that training is available for new technologies for which there is a demand;

(3) practical approaches to retraining adult workers, and to enhancing education, business, and labor cooperation in retraining efforts; and

(4) effective ways of providing access to information regarding the market demand for skills that will enable State and local personnel to develop responsive vocational education curricula.

(c) The Council may establish working groups on occupational competencies to provide the Secretary, the President, the Congress, and the States with current information on the types and levels of occupational competencies necessary for entry and sustained productive employment in given jobs or industries, including levels of skills required, and equipment, methods, and facilities needed for the occupation. The Council may establish working groups for the occupations the Council deems important or necessary and may reconstitute such groups as occupational priorities are revised. Members of the working groups shall be appointed by the Council on the advice of national trade and professional associations and labor organizations. Working group members shall be individuals with specific knowledge in the technology and practice of the occupations relevant to the task of the group. The Council may provide the results and recommendations of the working groups to each State council on vocational education and other appropriate State agencies.

(d) The Council may use funds available for this part to obtain the services of staff specialists for working groups who have demonstrated technical skills and instructional ability in the occupations in question.

(e) The Council shall annually conduct a survey and report its findings to the President, the Secretary, and the Congress on how the competency statements provided by the Council have been used by States.

Part E—Bilingual Vocational Training

program authorized

Sec. 441. (a)(1) It is the purpose of this part to teach vocational skills to limited English proficient adults and out-of-school youth to enable them to obtain the full benefits of the programs offered while they develop competency in the English language.

(2) From amounts appropriated pursuant to section 3(b)(2) in each fiscal year, the Secretary shall carry out, directly or through grants to or contracts with State and local educational agencies, postsecondary vocational institutions, institutions of higher education, and other public and private agencies, organizations, and institutions, programs of bilingual vocational training authorized by this part.

(b) In carrying out the provisions of this part, payments for bilingual vocational training may be used for—

(1) training allowances for out of school youth or adults, who are unemployed or underemployed, and who desire training or retraining to achieve year-around employment;

(2) bilingual vocational instructor training, preservice training for instructors and related personnel, and developmental programs to continue or improve the qualifications of bilingual vocational instructors, including fellowships and traineeships;

(3) the development of instructional materials, methods, and techniques for bilingual vocational education; and

(4) programs to familiarize appropriate State agencies and training institutions with the results and findings of successful programs assisted under this part.

Part F—General Provisions

distribution of assistance

Sec. 451. Of the amounts available pursuant to section 3(b)(1) for any fiscal year for this title—

(1) 30 percent shall be available for part A;

(2) 33 percent shall be available for part B;

(3) 30 percent shall be available for part C; and

(4) 7 percent shall be available for part D.

TITLE V—GENERAL PROVISIONS

Part A—Federal Administrative Provisions

payments

Sec. 501. The Secretary shall pay from its allotment under section 101 to each State for any fiscal year for which the State has a State plan approved in accordance with section 114 (including any amendment to such plan) the Federal share of the costs of carrying out the State plan.

FEDERAL SHARE

SEC. 502. (a) The Federal share for each fiscal year shall be—

(1) 50 percent of the costs of administration of the State plan;

(2) 100 percent of the costs of vocational education services and activities under title II for individuals described in section 201(b)(1) and section 201(b)(2), except that the Federal share shall be 50 percent of the costs of vocational education services and activities under such title for such individuals whenever separate vocational education programs are furnished for disadvantaged or handicapped students described in such subsections;

(3) 100 percent of the costs of vocational education services and activities under title II for individuals described in section 201(b)(3) and section 201(b)(4); and

(4) 50 percent of the costs of vocational education improvement, innovation, and expansion programs under title III.

(b) The non-Federal contribution may be in cash or in kind, fairly evaluated, including but not limited to planning expenses, plant, equipment, and services.

MAINTENANCE OF EFFORT

SEC. 503. (a)(1) Payments for any fiscal year under this Act to a State shall be reduced in accordance with paragraph (2) unless the Secretary finds that the fiscal effort per student, or the aggregate expenditures for vocational education, in that State for the fiscal year preceding the fiscal year for which the determination was made was not less than 95 percent of such fiscal effort per student or the aggregate expenditures for vocational education for the second preceding fiscal year.

(2) The Secretary shall reduce the amount of the payment of funds under this Act, to which the State otherwise would have been entitled under its allocation, in the exact proportion to which a State fails to meet the requirements of paragraph (1) by falling below 95 percent of the fiscal effort per student or the aggregate expenditures for vocational education (using the measure most favorable to the State), and no such lesser amount shall be used for computing the effort required under paragraph (1) for subsequent years.

(b) The Secretary may waive the requirements of this section for one fiscal year only, upon making a determination that such waiver would be equitable due to exceptional or uncontrollable circumstances affecting the ability of the applicant to meet such requirements, such as a natural disaster or an unforeseen and precipitous decline in financial resources.

WITHHOLDING; JUDICIAL REVIEW

SEC. 504. (a) Whenever the Secretary, after reasonable notice and opportunity for hearing to the State board, finds that—

(1) the State plan or amendment approved under section 114 has been so changed that it no longer complies with the provisions of this Act; or

(2) in the administration of the State plan or of programs conducted pursuant to it there is a failure to comply substantially with any such provision,

the Secretary shall notify such State board that no further payments will be made to the State under this Act (or, further payments to the State will be limited to programs under or portions of the State plan not affected by such failure) until satisfied that there will no longer be any failure to comply. Until so satisfied, the Secretary shall make no further payments to such State under this Act (or shall limit payments to programs under, or portions of, the State plan not affected by such failure).

(b) A State board which is dissatisfied with a final action of the Secretary under this section may appeal to the United States court of appeals for the circuit in which the State is located, by filing a petition with such court within sixty days after such final action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Secretary, or any officer designated by him for that purpose. The Secretary thereupon shall file in the court the record of the proceedings on which action is based, as provided in section 2112 of title 28, United States Code. Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Secretary or to set aside such action, in whole or in part, temporarily or permanently, but until the filing of the record, the Secretary may modify or set aside his action. The findings of the Secretary as to the facts, if supported by the weight of evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Secretary to take further evidence, and the Secretary may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by the weight of evidence. The judgment of the court affirming or setting aside, in whole or in part, any action of the Secretary shall be final, subject to review by the Supreme Court of the United States upon certiorari certification as provided in section 1254 of title 28, United States Code. The commencement of proceedings under this subsection shall, unless specifically ordered otherwise by the court, operate as a stay of the Secretary's action.

(c)(1) If any eligible recipient is dissatisfied with the final action of the State board or other appropriate State administering agency with respect to approval of its local application, such eligible recipient may, within sixty days after such final action or notice thereof, whichever is later, file with the United States court of appeals for the circuit in which the State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the State board or other appropriate State administering agency. The State board or such other agency thereupon shall file in the court the record of the proceeding on which the State board or such other agency based its action, as provided in section 2112 of title 28, United States Code.

(2) The findings of fact by the State board or other appropriate administering agency, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the State board or such other agency to take further evidence, and the State board or such other agency may thereupon make new or modified findings of fact and may modify its previous action, and shall certify to the court the record of the further proceedings.

(3) The court shall have jurisdiction to affirm the action of the State board or other appropriate administering agency or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari certification as provided in section 1254 of title 28, United States Code.

(d)(1) The Secretary shall prescribe and implement rules to assure that any hearing conducted under section 434(c) of the General Education Provisions Act in connection with funds made available from appropriations under this Act shall be held within the State of the affected unit of local government or geographic area within the State.

(2) For the purposes of paragraph (1)—

(A) the term "unit of local government" means a county, municipality, town, township, village, or other unit of general government below the State level; and

(B) the term "geographic area within a State" means a special purpose district or other region recognized for governmental purposes within such State which is not a unit of local government.

AUDITS

SEC. 505. Each State shall obtain financial and compliance audits of any funds which the State receives under this Act. Such audits shall be made public within the State on a timely basis. The audits shall be conducted at least every two years by an organization or person independent of an agency administering activities under the Act. The audits shall be conducted in accordance with the Comptroller General's Standard for Audit of Governmental Organizations, Programs, Activities, and Functions.

PART B—TRANSITIONAL AND CONFORMING PROVISIONS

EFFECTIVE DATE

SEC. 521. (a) This Act shall take effect for fiscal years beginning on or after October 1, 1984, except that the authority of the Secretary to prescribe regulations under this Act and the responsibility of States to submit State plans are effective upon the date of enactment of this Act.

(b) Not later than 90 days after the date of the enactment of this Act, the Secretary shall prescribe regulations for carrying out the provisions of this Act.

TRANSITION PROVISIONS

SEC. 522. (a) Each State and eligible recipient of financial assistance under this Act, or under the Vocational Education Act of 1963, may expend funds received under this Act or under the Vocational Education Act of 1963 to—

(1) conduct planning for any program or activity authorized under this Act; and

(2) conduct any other activity deemed necessary by the recipient to provide for an orderly transition to the operation of programs under this Act.

(b) On the effective date of this Act, the personnel, property, and records of the National Occupational Information Coordinating Committee established

under section 161(b) of the Vocational Education Act of 1963 shall be transferred to the National Occupational Information Coordinating Committee established pursuant to section 421 of this Act.

CONFORMING AMENDMENTS

SEC. 523. (a) The Vocational Education Act of 1963 is repealed.

(b)(1) Section 4 of the Job Training Partnership Act (29 U.S.C. 1501 et seq.) is amended—

(A) by striking out "section 195(10) of the Vocational Education Act of 1963" in paragraph (14) and inserting in lieu thereof "section 4(15) of the Carl Perkins Vocational Education Act of 1984";

(B) by striking out "section 195(11) of the Vocational Education Act of 1963" in paragraph (23) and inserting in lieu thereof "section 1201(h) of the Higher Education Act of 1965"; and

(C) by striking out "section 195(1) of the Carl Perkins Vocational Education Act of 1963" in paragraph (28) and inserting in lieu thereof "section 4(25) of the Carl Perkins Vocational Education Act of 1984".

(2) Section 122 of such Act is amended—

(A) by striking out paragraph (8) of subsection (a); and

(B) by striking out "reports required pursuant to section 105(d)(3) of the Carl Perkins Vocational Education Act of 1963" in subsection (b)(7)(B) and inserting in lieu thereof "the measures taken pursuant to section 113(b)(8) of the Carl Perkins Vocational Education Act of 1984".

(3) Section 125(b)(1) of such Act is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(4) Section 427(a)(1) of such Act is amended by striking out "section 104(a)(1) of the Vocational Education Act of 1963" and inserting in lieu thereof "section 111(a)(1) of the Carl Perkins Vocational Education Act of 1984".

(5) Section 461(c) of such Act is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(6)(A) Section 463(a) of such Act is amended by striking out "section 161(b) of the Vocational Education Act of 1963" and inserting in lieu thereof "section 421(b) of the Carl Perkins Vocational Education Act of 1984".

(B) Section 464(a)(1) of such Act is amended by striking out "section 161(b) of the Vocational Education Act of 1963" and inserting in lieu thereof "section 421(b) of the Carl Perkins Vocational Education Act of 1984".

(C) Section 464(c) of such Act is amended by striking out "section 161(b) of the Vocational Education Act of 1963" and inserting in lieu thereof "section 421(b) of the Carl Perkins Vocational Education Act of 1984".

(D) Section 463(a) of such Act is amended by striking out "section 161(b) of the Vocational Education Act of 1963" and inserting in lieu thereof "section 421(b) of the Carl Perkins Vocational Education Act of 1984".

(E) Section 464(b) of such Act is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(7) Section 472 of such Act is amended by striking out "National Advisory Council on Vocational Education (established under section 162 of the Voca-

tional Education Act of 1963)" in subsection (a) and inserting in lieu thereof "National Employers Council on Vocational Education (established under section 431 of the Carl Perkins Vocational Education Act of 1984)".

(8) Section 473 of such Act is amended—

(A) by striking out "National Advisory Council on Vocational Education" in paragraph (7)(A) and each place it appears in paragraph (7)(B) and inserting in lieu thereof "National Employers Council on Vocational Education"; and

(B) by striking out "section 162 of the Vocational Education Act of 1963" and inserting in lieu thereof "section 431 of the Carl Perkins Vocational Education Act of 1984".

(c) Section 703(a)(8) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3223(a)(8)) is amended by striking out "section 122(a)(4) and part J of the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(d)(1) Section 113(d) of the Higher Education Act of 1965 (20 U.S.C. 1013(d)) is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(2) Section 114(b) of such Act is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(3) Section 1022(a) of such Act is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(e)(1) Section 306(b)(11) of the Adult Education Act (20 U.S.C. 1205(b)(11)) is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(2) Section 318(a)(4) of such Act is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(f)(1) Section 113(a) of the Appalachian Regional Development Act of 1965 (40 U.S.C. App.) is amended by striking out "the Vocational Education Act of 1963 (77 Stat. 403)" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(2) Section 114(c) of such Act is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984".

(g) Section 101(a)(11) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)) is amended by striking out "the Vocational Education Act" and inserting in lieu thereof "the Carl Perkins Vocational Education Act of 1984.".

(h) Section 104 of the Vocational Education Amendments of 1968 is amended by striking out "section 102(a) of this Act (as such Act will be in effect on October 1, 1977)" and inserting in lieu thereof "section 3 of the Carl Perkins Vocational Education Act of 1984".

TITLE VI—NATIONAL SUMMIT CONFERENCE ON EDUCATION

SHORT TITLE; FINDINGS

SEC. 601. (a) This title may be cited as the "National Summit Conference on Education Act of 1984".

(b) The Congress finds that—

(1) increased economic competition requires the development of a better trained and educated workforce which our educational institutions must provide;

(2) problems and deficiencies in American elementary and secondary education require consideration of possible new directions in setting national education policy; and

(3) there should be a National Summit Conference on Education authorized by law by Congress to provide directions for such policy, and any conference established by the Department of Education should be complementary to the National Summit Conference on Education.

(c) For the purpose of this title, the term "Conference" means the National Summit Conference on Education established by this title.

AUTHORIZATION OF APPROPRIATIONS

SEC. 602. There are authorized to be appropriated to the Department of Education $500,000 for the purpose of conducting a National Summit Conference on Education, in accordance with the provisions of this title.

PARTICIPANTS

SEC. 603. The participants in the Conference shall consist of not more than two hundred individuals. The participants in the Conference shall be representative of teachers, parents, school administrators, school board members, State education officials, State legislators, Governors, students, business, labor, and special populations, including females, racial and ethnic minorities, and the disabled. The participants in the Conference shall be selected so as to provide racial, political, and geographic balance.

SELECTION OF PARTICIPANTS

SEC. 604. The participants in the Conference shall be chosen from among nominees submitted to the Executive Committee (established pursuant to section 605) by organizations representing public and private elementary and secondary education, vocational education, adult education, teacher training, women, racial and ethnic minorities, and the handicapped, as well as from among nominees supplied by organizations representing business, organized labor, parents, libraries, and all levels of government.

EXECUTIVE COMMITTEE

SEC. 605. (a) There shall be an Executive Committee of the Conference consisting of—

(1) two individuals appointed by the President,

(2) two individuals appointed by the Speaker of the House of Representatives,

(3) two individuals appointed by the Majority Leader of the Senate, and

(4) six individuals appointed by the Governors of the States acting as a group.

The six individuals appointed by the Governors shall be appointed from individuals representing chief State school officers, local and State school boards, State legislatures, and Governors.

(b) The Executive Committee shall be responsible for selecting a presiding officer and for selecting the organizations (described in section 604) to supply a list of nominees for selection as participants in the Conference. Not less than 30 organizations shall be so selected by the Executive Committee. Each organization selected shall nominate at least the number of individuals specified by the Executive Committee for that organization in order to provide the representation required by sections 603 and 604. The Executive Committee shall determine the total number of individuals to be selected for participation, consistent with the requirements of this title.

(c) The Executive Committee shall serve without compensation.

STAFF

SEC. 606. The Executive Committee shall appoint and fix the compensation of such staff as may be necessary, not to exceed the equivalent of four full-time employees. The staff shall assist the Executive Committee in planning, conducting, and completing the work of the Conference. The administrative support for the staff and the Executive Committee shall be the responsibility of the Department of Education in conjunction with the Speaker of the House of Representatives and the Majority Leader of the Senate. The staff and the Executive Committee shall report, through properly established lines of authority, to the Congress.

PROCEDURE

SEC. 607. (a) A majority of participants of the Conference shall constitute a quorum if votes are required. If task forces are created, the majority of task force participants shall constitute a quorum if a vote is required.

(b)(1) The Executive Committee shall select the conference site and shall determine the duration of the Conference. The duration of the Conference shall not exceed six days. Neither the regional meetings (described in section 608(a)) nor the Conference shall meet before January 1, 1985.

(2) The Conference shall prepare and transmit a written record of its recommendations to the President, to the Congress, and to the States not later than October 15, 1985.

AGENDA OF THE CONFERENCE

SEC. 608. (a) The Executive Committee, using data concerning education supplied by the Secretary of Education and by the States, shall develop an agenda for the Conference prior to the Conference. The data will include information furnished to the Secretary from statewide and regional summit conferences devoted to obtaining citizen views about education. The purpose of

this agenda shall be to facilitate the development of recommendations on various issues raised by such recently issued education reports as the report of the National Commission on Excellence in Education, the Carnegie Report on American High Schools, the National Science Boards' Report on Mathematics, Science and Technology Education, and others.

(b) The agenda so developed shall take into account that it shall be the purpose of the Conference to create national bipartisan support for education at all levels of government, and to make recommendations for the development of viable local, State, and national intergovernmental and intragovernmental cooperation in education to make the most efficient use of funds from all levels of government.

(c) The agenda shall also provide for procedures for determining national consensus regarding types of strategies to be used and the appropriate levels of government to have primary responsibility for implementing educational policy.

TITLE VII—WOMEN'S EDUCATIONAL EQUITY

PROGRAM AUTHORIZATION

SEC. 701. (a) Section 938 of the Elementary and Secondary Education Act of 1965 is amended to read as follows:

"AUTHORIZATIONS OF APPROPRIATIONS

"SEC. 938. For the purpose of carrying out this part, there are authorized to be appropriated $6,200,000 for the fiscal year 1985, and such sums as may be necessary for each of the succeeding fiscal years ending prior to October 1, 1989.".

(b) Section 937 of such Act is amended by inserting after "1984" a comma and the following: "and every other year thereafter".

TITLE VIII—JOB TRAINING REGULATIONS

REGULATIONS AMENDED

SEC. 801. Section 629.38(e)(2)(iii) of the regulations relating to job training published by the Secretary of Labor on March 15, 1983, is amended to read as follows:

> "(iii) Stipulates that full payment for the full unit price will be made only upon completion of training by a participant and placement of the participant into unsubsidized employment in the occupation trained for and at not less than the wage specified in the agreement, or in the case of youth the attainment of other outcomes specified in section 106(b)(2) of the Act."

until the Secretary modifies such regulations in accordance with the provisions of section 169 of the Job Training Partnership Act.

* * * * * * *

Mr. FORD. Mr. President, it is with mixed emotions that I rise to speak in support of legislation passed last evening reau-

thorizing the Vocational Education Act. I am, on the one hand, most pleased that the Senate has finally acted to reauthorize this important program. At the same time, however, I am saddened that the author of the original 1963 act, the late Representative CARL D. PERKINS, did not live to see this reauthorization. As my colleagues know, Representative PERKINS passed away on August 3. It is therefore most appropriate that the Senate has honored CARL PERKINS by entitling this reauthorization the "Carl D. Perkins Vocational Education Act of 1984". I am most pleased to have been a cosponsor of this amendment and I commend Chairman Hatch and Senators Stafford, Pell, Kennedy, and Randolph, of the Labor and Human Resources Committee for proposing this tribute.

CARL PERKINS was the dean of the Kentucky delegation, measured not only by his years of service in the House but by the contributions he made to improving the living, working, and educational conditions of his constituents in the Seventh District in eastern Kentucky and all those underprivileged throughout this Nation. Chairman PERKINS considered the Vocational Education Act to be one of his most important achievements and I know he would be humbled and honored by the gesture we have made to his record of service.

It is a fitting tribute to CARL PERKINS that the legislation which he authored, amended, and advanced over the years should bear his name. Those of us who were privileged to serve in the Congress with Representative PERKINS know of his unyielding dedication to improving the quality of education for all. Children across this Nation have been able to rise above the poverty and deprivation of their surroundings due to the educational programs, such as the Vocational Education Act, which CARL PERKINS fought long and hard for. CARL PERKINS' legacy of hope and determination will live on through the action taken by the Senate last evening. I commend my colleagues for proposing this tribute and I congratulate the Senate on passing the Carl D. Perkins Vocational Education Act of 1984.

Carl D. Perkins Vocational Education Act—Conference Report

Proceedings in the Senate

WEDNESDAY, *October 3, 1984.*

H.R. 4164, CARL D. PERKINS VOCATIONAL EDUCATION ACT—CONFERENCE REPORT

Mr. BAKER. Mr. President, I submit a report of the committee of conference on H.R. 4164 and ask for its immediate consideration.

The PRESIDING OFFICER. The report will be stated.

The bill clerk read as follows:

The committee of conference on the disagreeing votes of the two Houses on the amendment of the Senate to the bill (H.R. 4164) to amend the Vocational Education Act of 1963 to strengthen and expand the economic base of the Nation, develop human resources, reduce structural unemployment, increase productivity, and strengthen the Nation's defense capabilities by assisting the States to expand, improve, and update high-quality programs of vocational-technical education, and for other purposes, having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses this report, signed by all of the conferees.

The PRESIDING OFFICER. Without objection, the Senate will proceed to the consideration of the conference report.

Mr. STAFFORD. Mr. President, as chairman of the Senate Subcommittee on Education, Arts and Humanities, I take a great deal of pride in urging the Senate to pass the Carl D. Perkins Vocational Education Act of 1984.

To a great extent, this legislation, the product of thoughtful and rigorous deliberation over the last year, is a testament to two individuals. First, this bill memorializes the late CARL PERKINS, a champion of vocational education and the long-time chairman of the House Education and Labor Committee. Second, although his name is not written into this proposal, the late Dr. Henry David provided much of the basis for this

new initiative through the conclusions reached by the valuable report on vocational education issued by the National Institute of Education. Dr. David was the architect of that study.

So, too, this legislation is a testimony to the future of vocational education. For this first time, it firmly and unmistakably puts the Federal imprimateur on the modernization of vocational education programs and activities. Second, it helps to open wider the doors of our vocational institutions so that everyone, especially the handicapped, the disadvantaged and women, can have access to good vocational education.

During our hearings on vocational education, Dr. David's report on the Federal role highlighted one major conclusion: the Federal Act attempted to do too much with too few resources. Furthermore, in the areas of access to vocational education for underserved individuals and the overall improvement of the vocational system, serious deficiencies existed.

Armed with these conclusions, Senator Pell, Senator Hatch and I set out to more clearly focus the Federal role in vocational education and set it upon the twin pillars of access and quality. The bill passed by the Senate did just that by increasing assistance to the underserved and guaranteeing that one-half of the bill was devoted to program improvement.

Today, we bring the conference report before this body. As is to be expected, the normal legislative give and take of the last few months has resulted in the modification of our original bill. Yet, the document we present retains both the basic intent and the structure of the Senate-passed bill. It dedicates the vast majority of funds to better serving the underserved and to improving the overall vocational system.

There will be those who will be unhappy with this departure from the status quo, but it is a departure which must be taken if vocational education is to advance. To those who are uncertain of our action, I offer this statement from the Senate committee report for their consideration:

> Vocational education, positioned on the cutting edge of technological change in the workplace, must not stand pat. To perpetuate outmoded practices in the face of these changes would be to create a vocational system unresponsive to the needs of both employers and the students who invest their trust in the education they receive.

The effort to achieve these changes was not a solitary one. Indeed, without the creative contributions of Senator Hatch

and Senator Pell, our attempt to promote improvement in the system would have fallen far short.

Also, I would like to thank the Staff of the Senate conferees who brought great skill and stamina to the task of helping to resolve the 258 differences between the House and Senate bills: David Evans and Ann Young of Senator Pell's staff; Ron Preston and Howard Matthews of Senator Hatch's staff; Renee Coe and Betsy Brand of Senator Quayle's staff; Nina Bar-Droma and Pam LaConte of Senator Weicker's staff; Karl Moor of Senator Denton's staff; Peter Moore of Senator East's staff; Kitty Higgins and Dennis Hernandez of Senator Kennedy's staff; Birdie Kyle and Pat Forsythe of Senator Randolph's staff; Ginny Stratton of Senator Dodd's staff; and Marcia Verville of Senator Eagleton's staff. I also would like to thank Blair Crownover of the Senate Legislative Counsel's Office for his unstinting and dependable service in ensuring that what we wanted to do was indeed done in proper fashion.

Finally, Mr. President, I urge my colleagues to approve this conference report.

Mr. HATCH. Mr. President, this conference report represents a considerable achievement, the first major overhaul of the Federal Vocational Education Program since 1976. I wish to commend both the House and Senate conferees because despite considerable differences between the House and Senate bills and despite severe time constraints for a conference scheduled so near the end of the session, we were nontheless able to institute some much needed reforms.

I am particularly pleased that the initiative for single parents and homemakers that Senator Hawkins and I labored so hard to include in the Senate bill was retained intact by the conferees. Women do bear a disproportionate economic burden in this country, and it is about time there was a concentrated effort to provide help to young women who are struggling alone to support and raise their children and to women who must find gainful employment after years of working in the home to care for their families. The women's program in the existing Vocational Education Program represents only 0.4 percent of the money. This new program which includes provisions for both single parents and homemakers and for young women represents 12.3 percent of the money. This is a substantial increase, and a necessary one.

This new law will be named in honor of Representative CARL D. PERKINS who was a valued colleague and a tireless champion for education in America, particularly vocational education. I think he would be proud of the streamlined Federal role that is included in the Carl D. Perkins Vocational Education Act. The basic grant has been limited to two major purposes: first, improving access to quality vocational education to Americans who are currently underserved, and second, modernizing and improving vocational education programs. Forty-three percent of the basic grant will be unfettered moneys for the improvement of programs. Additional money will be available to serve the needs of disadvantaged students and women. Yet the process requirements have been reduced. Less bureaucracy will be needed implement this law.

I wholeheartedly endorse this conference report and urge the Senate to adopt it.

Mr. QUAYLE. Mr. President today I am rising in support of the conference report on the Carl Perkins Vocational Education Act of 1984. I am pleased to see that this bill carries the name of one of the foremost supporters and advocates of vocational education.

Before commenting on this landmark legislation I would like to congratulate Senator Stafford, the chief sponsor of the bill and chairman of the Education Subcommittee. I commend him for his leadership in redefining and shaping the Federal role in vocational education to maximize the impact of limited Federal funds. I believe this bill will enable us to make needed improvements in the vocational education system.

In February, in my remarks introducing a bill to reauthorize the Vocational Education Act, I outlined what I believed to be the objectives of Federal involvement in vocational education. I stated that the Federal role is to assist States improve the quality of vocational education to make it more responsive to the needs of the labor market. The second responsibility of the Federal Government is to improve access of the underserved to vocational education. A third objective is to meet the training and retraining needs of adult workers. The bill we have before us today will enable us to move toward meeting those objectives.

Today we are sending a clear signal that education and training should be relevant to the labor market. Students

should be able to read, write, and compute at a level of competency that makes them employable. Occupational training should be relevant to current employer needs. Federal funds for vocational education are for improving, developing, and modernizing program offerings. This legislation requires vocational educators to look at the quality of programs and decide whether they are meeting the changing needs of employers.

In order to improve the labor market relevance of vocational education programs we have given a significant role to the private sector on the State council on vocational education. A majority of this council must be representatives of business, industry, agriculture, and labor. To monitor the quality of programs the State plan must include a description of evaluation criteria which relate to successful outcomes.

The need for training and retraining is becoming increasingly a national issue because of structural changes in our economy. Many low skill jobs are becoming obsolete. The pace of changing technology is increasing the need for retraining, as is worker dislocation.

The Carl Perkins Vocational Education Act of 1984 recognizes this increasing need for adult retraining. In the basic State grant, funds are earmarked for establishing and expanding programs for adults. Also, there is a separate authorization for a new adult retraining program which gives Congress the flexibility to provide additional funds for that purpose.

In addition to focusing the Federal role on improving the quality of programs and recognizing the need for adult retraining, we have ensured that a minimum level of services are available to special populations. The handicapped, disadvantaged, women, and the incarcerated have unique needs in gaining access to vocational education. Funds are available to help States meet those needs.

Not only do the disadvantaged need access to vocational education, in many low-income areas they do not have vocational education programs to get into or they lack the money to purchase necessary equipment and tools. So we have included language that will allow schools with 75 percent disadvantaged to use the funds set aside for the disadvantaged to purchase modern tools and machinery.

Finally, as my original interest in the Vocational Education Act stemmed from my involvement with the development of

the Job Training Partnership Act [JTPA], I am pleased to see that there are provisions for coordination with JTPA throughout the act.

This legislation accommodates and promotes Indiana's vocational education needs. My State has been phasing out the use of Federal funds for program maintenance since 1976. Of the $18 million grant that Indiana received last year under the Vocational Education Act, only about $750,000 were used for program maintenance at the secondary level.

As a Midwestern industrial State, we have been hit hard by the structural changes in the economy, particularly in the automotive and steel industries. The need for training and retraining and adapting to industry and employer needs is one of the highest priorities for Indiana. Funds for adult retraining are sorely needed. In addition to funds received under title III of JTPA for worker retraining, the State legislature appropriated funds to set up a worker retraining program. The Carl Perkins Vocational Education Act will complement those efforts.

In closing, I want to emphasize that the role for the Federal Government in vocational education is to promote our national priorities. With limited funds, we cannot afford to duplicate State and local efforts, therefore we must maximize the impact of Federal assistance. We do this by focusing on improving the quality of programs.

Vocational education is often viewed as an alternative to a college education. To be an acceptable alternative, it must offer opportunities of comparable quality. If not, we will have a discriminatory system. I believe vocational education should prepare students for a lifetime of productive employment; they should not need a second chance under the Job Training Partnership Act.

The Carl Perkins Vocational Education Act gives States, educators, and employers the necessary leadership toward meeting these objectives.

Mrs. HAWKINS. Mr. President, I rise in support of the conference report on the Vocational Education Act of 1984. This conference report is the result of weeks of negotiations carried out under extremely trying circumstances. Before I comment on the various provisions of this legislation, I would like to stop for a moment and commend the efforts of the distinguished chairman of the Senate Labor and Human Resources

Committee and the distinguished chairman of that committee's Subcommittee on Education, Arts, and Humanities for their heroic efforts to bring this measure before the Senate today.

On the day before the Senate passed S. 2348, the Vocational Education Act of 1984, the longtime chairman of the House Education and Labor Committee, CARL D. PERKINS, passed away. The passing of Chairman PERKINS left a void in the leadership of this Nation's educational community. Eventually, the House unanimously selected Representative Hawkins to lead the House committee during its negotiations with the Senate.

I mention this, Mrs. President, not to take away from the efforts of Chairman Hawkins, but to bring proper attention to the efforts of my able colleagues, the Senator from Utah and the Senator from Vermont, during those early days following CARL PERKINS' death. The chairmen of the Labor and Human Resources Committee and the Subcommittee on Education stepped into that void. Under the most difficult of circumstances, with calm and sure leadership, my colleagues brought order out of chaos that erupted at the news that, for the first time in 19 years, a new steward would guide our House counterparts during conference negotiations. For this leadership, and for bringing the Senate this particular conference report, I would like to thank my colleagues. I commend them for their outstanding effort on behalf of vocational education in America.

Mr. President, the conference report on vocational education amendments reflects an outstanding compromise that will do much to improve vocational education in America. In particular, this program will do great things for the working women of our Nation. I am proud to be a cosponsor of the new women's program contained in this bill. This bill provides approximately $3 million to fund the activities of each State's sex-equity coordinator. Under this conference agreement, each State's sex-equity coordinator will be allotted $60,000 to operate their offices and carry out their duties. In addition, the coordinator will be responsible for administering two new programs designed to meet the needs of women trying to gain the skills necessary to function in today's labor market.

The first of these programs is a new program for single parents and homemakers. This provides $87 million to serve the needs of single working women. Mr. President, there are 4

million displaced homemakers in the United States. These are women, who by reason of divorce, separation, or the death of a spouse are being forced to reenter the work force after spending many years at home. These women face a unique challenge. Rapidly changing technology has left them without viable jobs skills. As homemakers and mothers they have borne children, kept household budgets, managed dietary inventory, supervised construction, directed landscaping, and generally managed the affairs of their homes and families. Although they have retained the requisite problem-solving skills and developed the responsible habits that employers find attractive, these women who have given so much are unable to compete because today's workplace is radically different from the work place of 15, 10, or even 5 years ago. The only assistance these women need to translate their existing skills and talent into income producing activities is training in the technical aspects of specific jobs.

Mr. President, America's women are engaged in a struggle to gain their rightful place in our economic system. As a group, women earn much less than their male counterparts. To help address this problem, and bring a measure of economic equity to our working women, the vocational education conference report has a new program to meet the needs of young women. These funds train young women for more lucrative employment than that which has been traditionally available to women in the work force. For the first time, women will be provided with skills "upfront" so that they enter the labor market fully prepared to compete for the best jobs they can find. For this program, the conference report provides approximately $28 million.

In sum, the Vocational Education Act of 1984 will make almost $117 million available to meet the needs of women preparing to enter the work force. This is 12.3 percent of the total authorization of $950 million. This is a great victory for American women.

In closing I would like to add an additional comment on how and why this victory for women has been won. The distinguished chairman of the Senate Labor and Human Resources Committee a little over 1 year ago, made a commitment to a special set-aside for women. I was fortunate to be able to cosponsor his original legislation and work with him in the com-

mittee to perfect this program. In large part, however, this step forward for women would not be taken today but for the commitment, skill, and tenacity of the able chairman of our committee. For his efforts he deserves special recognition from his colleagues and from the women of America. Mr. President, I yield the floor.

Mr. KENNEDY. Mr. President, I rise today in support of H.R. 4164, the Vocational-Technical Education Amendments of 1984. I would like to thank Senator Stafford and Senator Pell, along with their staffs, for the fine work on this legislation. Additionally, Chairman Hatch, Senators Randolph, Weicker, and Dodd should be commended for their work.

This bill reauthorizes the Federal vocational education program for 4 years, at an authorization level of $950 million for fiscal year 1985, with such sums as are needed in the following years. Of this amount, $114.7 million will be provided for separately authorized programs with the remainder going to the States' basic grant. A certain portion of the basic grant is set aside to serve the particular needs of special populations.

Since the enactment of the Smith-Hughes Act of 1917, the Federal Government has provided funds for vocational education. Over the years, we have shifted our focus to promote certain specific objectives: insuring equal access among women and special populations, promoting greater coordination and planning in vocational programs, and providing funds for program improvement. Guided by the NIE's "Vocational Education Study" published in 1981, this legislation seeks to further these goals and to expand the excess of women and special populations to quality vocational education programs.

Pursuant to the goal of insuring equal access, this legislation retains the existing set-asides for the extra costs of providing programs to disadvantaged and handicapped students; 22 percent of the State basic grant money is earmarked for the disadvantaged set-aside and 10 percent for the handicapped. For the first time, there is a formula for within-State distribution of this money, which focuses on numbers of economically disadvantaged and handicapped students. There is also a provision which ensures that a portion of this set-aside shall be distributed by formula to recipients to cover the excess costs of programs for limited-English-proficient students.

This set-aside distribution formula is intended to focus the Federal emphasis on serving those areas with high concentrations of economically disadvantaged students. Studies such as the NIE study have shown the need to make particular efforts in these areas.

These amendments continue the requirements that the States match the Federal contribution 50/50 and that Federal funds only go to provide for supplemental or excess costs. These requirements are intended to encourage the States to make greater efforts to serve these populations in a meaningful way. The excess cost requirement was improved to alleviate the recordkeeping burdens and to promote mainstreaming of disadvantaged and handicapped students.

There is a provision in the legislation allowing States to spend disadvantaged set-aside funds for the purchase of machinery and tools in very limited circumstances. In order to address the problems of severely disadvantaged areas, States may use disadvantaged set-aside funds for such purchases in areas in which schools have more than 75-percent economically disadvantaged students. At the same time, the Department of Education and the States should be wary not to overextend this section to direct these funds from the provision of important supplemental services. It would be of little use to economically disadvantaged students to have new computer equipment in their classes if they cannot read.

Programs to address sex equity in vocational education programs are included in this legislation. The NIE study concluded that "sex stereotyping is still pervasive in vocational education." For the first time, there are separate set-asides to address the longstanding problems of sex discrimination, sex bias, and stereotyping; 3.5 percent of the funds are to be used for this general purpose, so that barriers to students entering and successfully completing programs for occupations in which members of their sex have been underrepresented are removed. This program is absolutely essential to address the persistent problem of sex bias and stereotyping in vocational education programs.

Additionally, this legislation makes a major commitment to address the specific needs of displaced homemakers and single parents; 8.5 percent of the basic grant is devoted to addressing the vocational needs of these populations.

Finally, the goal of improving vocational-education programs and promoting quality vocational education is accomplished in this legislation. It limits the use of Federal funds to improve and expand programs. This requirement insures that Federal funds will be used for improvement purposes, and not to support existing programs which can otherwise be maintained by State and local dollars.

Additionally, this legislation provides language to encourage States to emphasize quality vocational programs.

Under the assessment requirements, the State must assess the capability of programs, for both special-needs groups and the general vocational student population, to meet the needs for general occupational skills and improvement of academic foundations in order to address the changing content of jobs. As the joint explanatory statement makes clear, this is to include an assessment of whether the programs use problem-solving and basic skills—including mathematics, reading, writing, science, and social studies—in a vocational setting. This is intended to give students experience in an understanding of all aspects of the industry in which the student is preparing to enter.

Thus, beyond being given the production skills for one particular job slot, the student will also gain experience and understanding of an entire enterprise in which the particular job exists—such as planning, management, finances, and labor and community relations. In understanding and learning to work in that setting, the focus is also on whether the student's academic and cognitive skills are enforced—both the basic skills mentioned above, and, the higher order, skills that build upon those basic skills, such as reasoning, analysis, and decisionmaking.

This provision is very important on both educational and economic grounds. In educational terms, it helps to ensure that our Nation's renewed focus on educational quality and excellence is carried into the vocational wing of the school and that vocational education will not be used to limit the educational opportunities of students. In economic terms, it helps us to move away from the notion of "throw-away" workers, trained for a narrow set of skills and disposed of when the need for those skills disappears.

This provision helps to address these problems in a number of ways. First, the focus on gaining experience in all aspects of the particular economic enterprise or industry gives students transferable skills that are then useful in other jobs. For example, if students are involved in a housing rehabilitation project and learn not just carpentry skills but also about the entire business—from planning, to finances and budgeting, to labor and community relationships.

Second, this focus on learning about the entire enterprise fosters much higher quality workers who are responsible, flexible, and can take an active role in the development and productivity of their workplace. It also provides entrepreneurial skills which become useful in reviving and maintaining their community's overall economic development.

Third, the focus on using the vocational setting to enhance basic and problem-solving skills also provides workers with transferable skills needed to deal with technological change.

Fourth, the program attributes which are the focus of this provision are more compatible with students gaining experience and knowledge of a real, existing economic enterprise. This ensures that vocational programs are indeed practical and relevant.

There are existing examples of programs which have been leaders in incorporating these elements. One is the traditional vocational-agricultural program, in which students are not simply taught to memorize and master a set of narrow tasks for raising a particular crop or livestock. Instead, these programs have traditionally emphasized problem solving by having students master all aspects of a farm business necessary to plan for that crop or livestock, deal with a variety of unpredictable problems in raising it, and bring it to market. They typically require strong attention to use of academic skills in solving these problems, and they have involved a strong student leadership development focus, through Future Farmers of America.

Other examples include school-based development enterprises, in which the school sponsors a business which students are helped to plan and run jointly. In some localities, students go out into their community to do an economic-needs assessment—which is linked to their social studies and other courses and which fosters school-community ties—which they then use

to decide what goods or services are needed in that community which would be economically viable to produce. The businesses successfully established have ranged from a day-care center, to a wood-finishing business, to a town newspaper, to a swine-feeding program. In addition to successfully providing a vehicle for vocational education, they make a real contribution to the community's current economic development, and train active people who will continue to contribute to the community's future development long after leaving the program.

Programs which incorporate these elements can also involve linkages with traditional businesses in the community outside the school. However, unlike some cooperative programs which all too often do not provide broad skills beyond the particular needs of a low-paying job slot, the focus here is on whether the student is also learning about the entire enterprise in ways that enhance his or her overall skills.

These changes I have mentioned will promote quality in our vocational education system while, at the same time, insuring equity and equal access.

Mr. President, I urge the adoption of this conference report.

Vocational Education Act Amendments of 1984

Mr. RANDOLPH. Mr. President, I am pleased that we are, in these last hours of the 98th Congress, able to consider the Senate/House agreement on the Vocational Education Act Amendments, and that we have paid deserved tribute to an honorable man who devoted his career to all education needs, including vocational education, by naming the act "The Carl Perkins Vocational Education Act." It was my privilege to serve with Carl many years ago, when I was a Member of the House of Representatives. He was always a strong and vocal friend to education.

Mr. President, the work on this vocational-education reauthorization legislation has taken several years. The Senate bill has brought a dramatic new focus to vocational education, with set-asides for target groups such as the handicapped; the disadvantaged economically and academically; women's equity programs; single parents and homemakers; and others. It is a commendable effort.

As the dedicated chairman of the Education Subcommittee, Mr. Stafford of Vermont understands, my State vocational

education officials have so informed me, that the set-asides were too high, and that for some special-population-target groups, the additional funding could not be used effectively, based as it is on accessing greater numbers of those special populations into vocational education programs nationwide. The set-asides were reduced considerably, and I hope that the States—including West Virginia—will have had some of their concerns alleviated.

Another major concern in our small, rural State, which is still to a large extent agrarian, and which is to a greater extent economically disadvantaged when you consider it still has the highest unemployment in the country, was the deletion in the Senate bill of all references to prevocational and industrial arts as allowable activities under the State's basic vocational education grant. Nor was there a clear reference to vocational agricultural programs that are vital to rural, farming areas in West Virginia.

I am pleased that I was able to go to the Senate-House conferees and to obtain their agreement to adopt the House language that continued prevocational, industrial arts, and vocational agricultural programs. I am also very grateful that the National Center, which I also offered as an amendment in the joint conference, was accepted by my Senate colleagues.

H.R. 4164 as amended changed vocational education programs from their traditional status, with greater emphasis placed on modern high technology, and less on maintenance of existing programs of proven effectiveness. I am concerned, as is my State, that they will be unable to rapidly expand our vocational education programs particularly in rural area small schools, to bring them into the high-technology stage we would prefer. I know that West Virginia will make every effort to do so, as quickly as State funds can be made available. We have to remember that for every $1 in Federal funds that States receive, they themselves appropriate and spend $11 of their own money. State vocational education officials will make every effort to upgrade program offerings in West Virginia so that they are more closely in alignment with the high-technology needs and demands of the labor market. I am pleased that this bill still assures them, however, of their opportunity to continue to offer programs that are effective, but that are not necessarily devoted to lasers, computers, robotics, and the like.

Also, it assures to the extent possible the continuation of industrial arts and vocational agriculture program activities at the prevocational level—of extreme concern to West Virginians. I intended, through my amendments, to make that possible, not only for West Virginia, but for the rest of the Nation who may desire to continue these more traditional or conventional kinds of program activities.

I thank my esteemed colleagues on the Committee on Labor and Human Resources, its Chairman Orrin Hatch, the chairman of the Education Subcommittee Mr. Stafford, and the ranking minority members, Senators Claiborne Pell and Edward Kennedy, for their efforts and their accommodations that allowed my amendments to be adopted.

I am happy to have had one last opportunity to have my thumbprint, so to speak, on an education bill, before my retirement begins at the end of this session of the 98th Congress. Since I began my public service in the House of Representatives in 1933, I have always tried, and always succeeded, in serving on those committees and subcommittees that addressed education's needs, and that offered the means required to make public education a viable and equitable opportunity for all our children.

Mr. President, I am hopeful that every Member of this body will help to pass the Vocational Education Act Amendments of 1984, to be appropriately known hereafter as the Carl Perkins Vocational Education Act. This is a tribute to a fine legislator, a knowledgeable educator, and a great man.

The PRESIDING OFFICER. The question is on agreeing to the conference report.

The conference report was agreed to.

Mr. BAKER. Mr. President, I move to reconsider the vote by which the conference report was agreed to.

Mr. BYRD. I move to lay that motion on the table.

The motion to lay on the table was agreed to.

Proceedings in the House

THURSDAY, *October 4, 1984.*

H.R. 4164, CONFERENCE REPORT ON VOCATIONAL TECHNICAL EDUCATION ACT OF 1984

Mr. HAWKINS. Mr. Speaker, I call up the conference report on the bill (H.R. 4164) to amend the Vocational Education Act of 1963 to strengthen and expand the economic base of the Nation, develop human resources, reduce structural unemployment, increase productivity, and strengthen the Nation's defense capabilities by assisting the States to expand, improve, and update high-quality programs of vocational-technical education, and for other purposes.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Pursuant to House Resolution 601, the conference report is considered as having been read.

The gentleman from California [Mr. Hawkins] will be recognized for 30 minutes and the gentleman from Pennsylvania [Mr. Goodling] will be recognized for 30 minutes.

The Chair recognizes the gentleman from California [Mr. Hawkins].

Mr. HAWKINS. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, the conference report before us today on H.R. 4164 is one of the most important education bills of this Congress. We and the other body have labored several months to produce a bill that will reauthorize the Vocational Education Act of 1963 in a way that meets the training challenges of the future. I believe we have succeeded.

Since 1917, the Federal Government has contributed to the vocational education enterprise. H.R. 4164 would continue

this Federal commitment by assisting States in providing vocational education and training for persons of all ages. Many recent reports on educational quality have focused on the need to improve the academic foundations of American education. H.R. 4164 affirms the principle that many students need vocational training as well as basic academic instruction to succeed in school and in the work force.

I believe it is telling that during the conference on this legislation, the one item that the conferees were able to agree upon most readily was that we needed to increase the authorization for this program. The bill therefore raises the authorized level for fiscal year 1985 to $950 million, over the current authorization of $735 million set by Gramm-Latta II. This program has been subject to budget cuts in recent years and is still below its actual level of spending in 1980, so the increased authorization will restore us to the level we would need to expand the program. For the 4 succeeding fiscal years through fiscal 1989, the conference report authorizes such sums as may be necessary.

Now I would like to discuss some of the specific provisions of the Carl D. Perkins Vocational Education Act, named after the late chairman who was the original sponsor of this bill and contributed so much to vocational education. It is crucial we adopt this bill today, because the program expired on September 30 and we are now operating under the contingent 1-year extension permitted by the General Education Provisions Act.

H.R. 4164 has three major themes: First, to strengthen the commitment to providing access to training for groups with special needs; second, to help States modernize and improve their vocational programs to address changes in technology and the labor market; and third, to emphasize the training needs of the adult population.

Toward the first goal, the conference report maintains the approach that the Federal law has used for several years of setting aside percentages of the grants to States to be used for special populations. As in current law, each State would be required to spend 10 percent of its basic grant for programs and services for handicapped persons. The set-aside for disadvantaged and limited English proficient individuals is increased from 20 percent in current law to 22 percent. A new set-aside

of 3.5 percent is added for progams to promote sex equity in vocational education.

Toward the second goal, program modernization, the bill leaves 43 percent of a State's grant unencumbered by any reservations of funds to be used for expanding and improving existing programs and initiating new programs to benefit all the students served by vocational education. In addition, the bill establishes a new State grant program, authorized at $20 million, to train persons in high-technology fields, through partnerships with industry.

Acknowledging the shifts in population toward older workers and the greater need for adult retraining, H.R. 4164 increases the set-aside in current law for postsecondary and adult programs from 15 to 20.5 percent, with a new provision that out of that set-aside, 8.5 percent must be used for programs for single parents and homemakers. Also, the bill adds another new State grant program with a $35 million authorization specifically for adult training and retraining. This new part contains related requirements to meet the needs of single parents and homemakers. At the Federal level, the bill establishes two new types of demonstration projects aimed at adults: model centers for training older Americans and centers for training dislocated workers.

Other parts of the bill extend the separate program for consumer and homemaking education and create new programs for guidance and counseling and for grants to community-based organizations for youth. The conference report also encourages greater coordination between vocational education and other education and training programs, such as the Job Training Partnership Act.

Mr. Speaker, the conferees worked diligently to bring back a report that strikes a balance between the need to identify Federal priorities, through the set-asides of funds, and the need to allow States enough flexible money to update their programs. I believe we have accomplished this.

I urge the Members to join with me in voting for a bill to make a major contribution to a skilled, productive work force.

Mr. GOODLING. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, before I discuss the merits of H.R. 4164, the Carl D. Perkins Vocational Education Act, I must first state

that this legislation will become a living monument and tribute to the one American—our late great chairman, CARL D. PERKINS—who has done more than anyone to bring this area of education to the forefront of the national agenda and who has provided the leadership and drive to sustain, modernize, and improve the vital field of vocational education.

I know that Chairman PERKINS would have been proud of the way in which our new chairman, Augustus F. Hawkins, carried forth his dream. Mainly because of the skill and determination of Chairman Hawkins and his keen instinct in knowing when and where to compromise, the Congress now has the opportunity to adopt this conference report on probably one of the best pieces of legislation to come before the 98th Congress. I thank our new chairman and his and our able staff for their efforts. I also realize the hard work and energy that went into this final product from the representatives of the education community at both the secondary and postsecondary levels.

The bill, H.R. 4164, achieves a delicate balance: On the one hand it recognizes the need to provide strict assurances for access to vocational education programs for the handicapped, disadvantaged, and others who have been traditionally underserved; on the other hand it provides flexibility to the States to use Federal dollars to assist in the improvement, expansion, and modernization of programs so that high quality programs become the norm rather than the exception.

H.R. 4164 makes a new major commitment to the postsecondary vocational education programs in the Nation especially in the area of training women for jobs that will provide them with increased earning power and upward job mobility. Another major emphasis was placed on new programs in the area of high technology. But these new emphases were not the only improvements. The legislation places a greater and more detailed role for the involvement and input of the private sector in these programs as well as a greater requirement for coordination with the vocational education programs and the activities conducted in a State under the Job Training Partnership Act. The synchronization of the planning cycles is a major step in this process. I would like to especially thank Chairman Hawkins and Congressman Jim Jeffords in this regard.

The bill also streamlines the planning process and reduces the paperwork burden compared to the bill passed by the House. This was a major accomplishment in the conference agreement.

The legislation also continues support for the crucial research efforts currently in progress at the National Center for Research in Vocational Education. This bill will enable the center to provide leadership development activities, serve as a clearinghouse for and repository of the most important research in the field, as well as to conduct research on a broad range of topics related to the improvement in the quality of vocational education. Over the years, thousands of vocational education teachers and administrators have been brought together with private sector representatives and others at the National Center who share a common interest in the improvement of our vocational education programs in this Nation. The legislation ensures that the national center will continue as an important national resource which will continue to assist and improve our State and local vocational education systems.

Finally, Mr. Speaker, I would like to once again urge the speedy adoption of this landmark piece of legislation. Once enacted into law, this legislation will provide the catalyst for the kinds of education reform, with its emphasis on both quality and access, that the people of our Nation are now demanding from our schools.

Mr. JEFFORDS. Mr. Speaker, will the gentleman yield?

Mr. GOODLING. I yield to the gentleman from Vermont.

Mr. JEFFORDS. I thank the gentleman for yielding to me.

Mr. Speaker, I rise in support of the conference report for H.R. 4164, the Carl D. Perkins Vocational Education Act. It goes without saying that it is particularly fitting that this bill be named for the distinguished Member of Congress the late CARL D. PERKINS. Mr. PERKINS was often referred to as the "Father of Vocational Education" and although he did not complete his mission to see this bill enacted into law, it serves his memory well.

A considerable amount of work has been done on this bill, and Mr. Goodling, the ranking Republican, and the chairman, Mr. Hawkins, deserve recognition for a job well done for bringing this compromise bill before us.

Vocational education, as does education as a whole, has a significant role to play in the relative productivity of this country. We continue to be the most productive Nation in the world, but our growth in productivity has faltered. The real output of our economy depends on productivity and the quantity of resources employed. To increase productivity reduces the pressures of inflation and increases real income. Declines in productivity are related to such factors as growing adult illiteracy, declining rigor and relevance of education and training, and increasing numbers of unskilled and untrained individuals in the work force. The growth rate of our productivity affects our Nation's relative competitive position internationally.

We already have the necessary tools in this country to stem the tide of declining productivity. One of the most essential factors related to increasing productivity is education and skill training. Education, specifically in this case, vocational education contributes positively to productivity growth.

The bill before us attempts to direct the small percentage of funds that Federal dollars constitute of the total dollars spent for vocational education in this country toward two goals: program improvement and accessibility. It is important that those individuals who have been discouraged from participation in vocational education programs be provided access to programs of high quality. The basic State grant structure devised under this bill establishes a delicate balance between these two factors, allowing for sufficient flexibility, innovation, expansion, and modernization of vocational education programs.

I am particularly pleased that this bill provides for coordination of this program with other Federal education and training programs, including the Job Training Partnership Act [JTPA]. Specifically, activities under this act can contribute to, or augment services and training for, dislocated workers under JTPA. Additionally, the local private industry councils [PIC's] are to be notified of the vocational programs funded under the act, and can review and comment on the local application for funds under this act. At the State level, the State Job Training Coordinating Council has opportunity to review and comment on the State plan. There is now greater potential for collaboration between the two programs rather than working at cross

purposes. The education-training system at all levels can become both more effective and more efficient.

This bill provides a meaningful role for the private sector as a resource in the design, development, and implementation of vocational programs. There are technical committees at the State and national levels to provide an avenue of access for the private sector. Further, the national and State councils require a majority private sector membership. The responsibility and activities of these councils have been increased beyond the role of "advisory." Involvement of the private sector can have multiple effects which include: An expansion of community support; programs which reflect the business needs of the community for a skilled, trained work force; greater access of the programs to state-of-the-art equipment; and a broadening of employer acceptance of program graduates.

As vocational education programs are improved, the results are more highly educated, trained, and productive youth and adults. Education plays a critical role in the improvement of our Nation's productivity. It heartens me to see that the construct of this bill supports this premise.

There is an additional provision in this bill that I strongly support. It corrects an error in regulations promulgated by the Department of Labor regarding unit price contracts. The regulation as written severely limits the ability of service delivery areas under the JTPA to contract for services to youth. The change in this bill addresses one of the major concerns regarding services to youth expressed by those in the employment and training field. Without this change we place our at-risk, disadvantaged youth at an even greater disadvantage.

This bill takes great strides toward a more comprehensive national perspective between education and training programs. It is my hope that we will continue to move in this direction. I urge my colleagues to vote in support of this conference report.

Mr. HAWKINS. Mr. Speaker, I yield 1 minute to the gentlewoman from California [Mrs. Burton].

Mrs. BURTON of California. I thank the gentleman for yielding to me.

Mr. Speaker, I also want to congratulate our new chairman, Congressman Hawkins. I am very proud to have known Con-

gressman Hawkins for many years and in this moment of tragedy that struck the committee, he took over and it was beautiful to behold the conference.

I happened to be on the conference. I think it is my first one and I was very pleased to see both sides of the aisle working so well. This is a great bill. We need it in the country.

There is a special set-aside for women that makes me very happy. I was involved in that and I want to thank both sides of the aisle for working hard and doing a very good job on this bill.

Mr. GOODLING. Mr. Speaker, I yield 5 minutes to the gentleman from Texas [Mr. Bartlett].

Mr. BARTLETT. I thank the gentleman for yielding this time to me.

Mr. Speaker, I rise in support of the conference report accompanying H.R. 4164, the Carl Perkins Vocational Education Act of 1984. Conferees resolved 256 points of difference. The agreement reflects the willingness of conferees to seek consensus, agree to compromise, and to honor our deceased colleague, Chairman CARL PERKINS, the former chairman of the Education and Labor Committee in the 98th Congress. I intend to limit my comments to six provisions of the report in which I have had a sustained special interest, recognizing that my colleagues on the conference committee will ably address other provisions on which we may have common or unique perspectives. First, I am very pleased that the House receded to the Senate provision which prohibits the use of Federal funds under title II, part B—program improvement—to maintain vocational education programs. During consideration of H.R. 4164 in the Education and Labor Committee and on the floor, I urged the adoption of an amendment to limit the use of Federal dollars to innovation and improvement in, and expansion of vocational education programs.

Thanks to the efforts of my colleague from Pennsylvania, the final House bill included an amendment to the innovation, improvement, and expansion provision which would allow Federal dollars to be spent to maintain programs only if they were of demonstrated effectiveness. The Senate provision adopted by the conferees is stronger. It prohibits the use of program

improvement funds to maintain programs. There are no exceptions.

This is a strong and reasonable provision. Since the Federal contribution to vocational education programs is about 8 percent, it seems appropriate that it be targeted on improvement.

Moreover, in reality the Senate provision reflects a balance—it affects only 43 percent of the Federal dollars. Another 57 percent is in the form of set-asides for special populations; set-asides which may be used to maintain vocational education programs for the disadvantaged, handicapped, single parents and homemakers, and other selected groups.

Second, I am pleased that the conferees agreed to a House provision which allows Federal funds for bilingual vocational education demonstration projects to include the use of such funds for English instruction during and/or within vocational education programs. This flexible provision permits English instruction as an integral part of bilingual vocational demonstration projects; it is sensitive to a fundamental need of vocational education programs. As the ranking Republican on the Subcommittee on Select Education with jurisdiction over two major programs which affect handicapped persons—the Education of the Handicapped Act and the Rehabilitation Act—I had a special interest in addressing the needs of such persons in a meaningful way within the reauthorization of the Vocational Education Act. I am firmly and fully committed to supporting programs which contribute to the independence of handicapped persons. I believe that vocational education represents such a program. Therefore, as a conferee on H.R. 4164, I was guided by three assumptions. First, in vocational education programs, we should promote the participation of handicapped students with their nonhandicapped peers. Second, we should not only maintain but increase access of handicapped students to quality vocational education programs. Third, in order to ensure that handicapped students benefit from Federal dollars set aside for them, accounting for such funds should be kept separately from funds set aside for other special populations.

The four provisions related to the handicapped I wish to address are those pertaining to: excess cost, non-Federal matching, prohibition against commingling, and the funding formula for within-State distribution.

First, the conferees agreed to a compromise on the definition of excess cost. Excess cost for handicapped students served in regular vocational education programs is defined as those supplemental services in the form of supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education but which are needed in order for the handicapped student to benefit from vocational education in such a setting. Excess cost for handicapped students in a separate setting is defined as cost above the average per pupil expenditure. The first definition was taken from the bill of the other body. The second definition was taken from the House bill. By applying a different definition of excess cost in each of the settings the conferees intend to simplify fiscal accountability in each setting by allowing the use of a fiscal criterion common to a particular setting. Moreover, it is anticipated that the use of the "supplemental services" definition in regular settings will provide increased flexibility in defining excess costs and contribute to the increased participation of handicapped students in those settings.

Second, conferees agreed that Federal dollars set aside for handicapped students in vocational education continue to be used for 50 percent of the excess costs. Since March 1978, when the 50-percent excess cost provision was added to the regulations governing the Vocational Education Act, we have seen yearly increases in participation of handicapped students in vocational education programs. For example, in both the 1978 and 1980 school years, there was a 38.7-percent increase in the total enrollment increases in participation of handicapped students in vocational education programs. For example, in both the 1978 and 1980 school years, there was a 38.7 percent increase in the total enrollment of handicapped students in vocational education programs. The retention of the "50 percent of excess cost concept" should promote an additional increase in the participation of such students in vocational education programs.

Third, the conferees agreed that the funds set aside for handicapped students cannot be commingled with those set-aside for the disadvantaged and limited English proficient. This prohibition against commingling serves two purposes. It gives validity to the set-asides for each special population and it provides an effective mechanism for ensuring that targeted

students benefit from the funds allocated in proportion to the relative number they represent.

Fourth, the conferees agreed that Federal dollars set aside for the handicapped be distributed to local recipients within on the relative number of handicapped students enrolled in vocational education programs the previous year. This agreement was a compromise. It represents a radical departure from the distribution provision in the current statute. In current law and the House bill funds to local recipients must be distributed solely on the relative number of handicapped students served in vocational education the previous year.

The bill of the other body, in contrast, had a three-part formula. One-third based on the relative number of economically disadvantaged enrolled; one-third based on the relative number of handicapped, disadvantaged, and limited English proficient served in vocational education the previous year; and one-third based on the relative projected increase in these populations in the next year.

I am deeply concerned about the effects of the conference provision, but in the spirit of compromise I accepted it because it did constitute a middle ground between the two bodies. However, this middle ground may have some undesirable consequences. I offer two examples. First, the compromise provision will most likely increase vocational education opportunities for the handicapped in poorer communities, however, since services in such communities currently may be underdeveloped, increased Federal dollars may not be a sufficient catalyst for an increase or improvement in the local capacity to serve such students. Second, the compromise provision may decrease services to the majority of the handicapped students now being served in medium income communities. These communities will lose Federal dollars to poor communities which have a high concentration of economically disadvantaged students. Theoretically, Federal dollars to medium income communities could be reduced by up to as much as 50 percent. The formula may place a new burden on local resources to maintain vocational education opportunities for the handicapped. It may also create a disincentive for applying for Federal dollars if the amount in fiscal year 1985 is viewed as insignificant. In summary, vocational education opportunities for the handicapped may not expand or improve, and perhaps,

may decline, because of the new weight given to the economically disadvantaged in the distribution formula for the handicapped. This one provision may be counter to the anticipated effects of the others adopted to benefit the handicapped.

In spite of my disappointment with the distribution formula, I recognize and appreciate the give and take experienced by all conferees. With a reauthorization which lasts through fiscal year 1989, we may have ensured the stability of the Vocational Education Program including time to adjust to new provisions vastly different from current law.

Mr. Speaker, I support the conference report, and urge a "yes" vote.

Mr. HAWKINS. Mr. Speaker, I yield 2 minutes to the gentleman from Montana [Mr. Williams].

Mr. WILLIAMS of Montana. I thank the gentleman for yielding this time to me.

Mr. Speaker, this is a good bill. It is going to result in improved efficiency in the management of the vocational education system in America and it is going to result in improved career preparation for the American people.

My enthusiasm for this legislation is heightened because it includes another bill, a bill which I and some of my colleagues have been working on for 2 years now. When this bill passes and is signed into law, it will mandate a National Summit Conference on Education to be held in 1985.

For the first time in the history of this country, we will going to the American people in a summit conference, asking them what their expectations are for their schools, what their recommendations are for improving those schools and the teaching within them, and clarifying all of the myriad of reports and recommendations which have been issued, particularly during the first half of this decade.

We intend that the summit conference itself will be preceded by a series of local and perhaps statewide public meetings in which we will get the expectations, recommendations, and suggestions from the American people. The best of those will continue to bubble up to the top until we finally culminate with a 1-week-long National Summit Conference, to be followed with a product, a product which will be the recommendations of the people of America, those recommendations to

be distributed to the various policymaking groups, the President, the Congress, both House and Senate, school boards and State legislatures throughout the country.

In my judgment, the National Summit Conference on Education to be held in 1985 will be the most important education event of the past 50 years, and I am delighted that the National Summit Conference on Education is included in this bill.

Mr. GOODLING. Mr. Speaker, I yield 1 minute to the gentlewoman from New Jersey [Mrs. Roukema], who was very active in this vocational education bill, particularly in the areas of higher education and adult education.

Mrs. ROUKEMA. I thank the gentleman for yielding this time to me.

Mr. Speaker, I rise in support of the conference report on H.R. 4164, the Carl Perkins Vocational Education Act, which reauthorizes Federal assistance for State and local vocational education programs through fiscal year 1989.

I first want to compliment the new chairman of our committee, the gentleman from California, Gus Hawkins, for quickly assuming the necessary leadership role in moving this major legislation through a difficult conference with the Senate. I also praise the outstanding work done by our ranking minority member on the subcommittee, the gentleman from Pennsylvania, Bill Goodling, who has played an essential role throughout the development of this legislation and so many other education bills in this Congress.

Perhaps the most appropriate agreement reached by the conferees was to recede to the Senate provision entitling the bill: the Carl Perkins Vocational Education Act. This is only appropriate for a measure that is not only the first major education legislation to be enacted since his passing away, but is also in an area of primary concern to him. When this bill was before our committee and on the House floor, Chairman PERKINS and I were in disagreement on several key points. But, despite some rather intense debates between us, there were never any hard feelings because I knew that he simply disagreed with me as to what was best for vocational education and he stuck with his convictions. It was the strength of those convictions that warrants the naming of this legislation after this great legislator.

My principal concern throughout consideration of this legislation has been the relevance of the programs fostered under the act to the real needs of the marketplace for skilled workers. Up to this point, the Vocational Education Act has been criticized for lacking focus or direction in encouraging change and improvement in the Nation's vocational education system. I believe that an increase in relevance should clearly be one of those changes we should promote.

This legislation does not accomplish all that it can toward promoting such relevance. However, there are some positive steps forward. First of all, a greater share of the funding under the act will go toward those programs which are currently experiencing the most dynamic changes and improvements: adult and postsecondary education. The required set-aside of the basic State grant for these programs is increased from 15 percent to 20.5 percent. Of this amount, 8.5 percent will be required to be spent for programs serving single parents or displaced homemakers, a group which sorely needs the attention of these programs. While this reduces the percentage of unrestricted adult and postsecondary funds to 12.5 percent, this should not require cutbacks in existing programs which are already serving this population group to a large extent.

In addition, the House conferees agreed to a provision in the Senate bill which requires that funds other than those spent to serve the disadvantaged, adults, the handicapped, and those with limited English proficiency, must be spent for program improvements rather than to simply maintain existing programs. While I hope that in the future we can provide more guidance as to what improvements can be made in the system, I believe that this is a most positive aspect of the bill, which puts the Federal Government firmly on record as to why we are continuing to fund this program.

Finally, the conferees adopted two new separately authorized programs—one for adult training and another for industry-education partnerships for training in high-technology occupations. My own preference would have been to include these programs within the basic State grant, which is assured funding, but I am sincerely hopeful that the Appropriations Committees will see the necessity for these new programs and will choose to fund them at their authorized levels.

I am pleased to report to my colleagues that the Senate has agreed to the House-passed provision which prohibits the funds spent under this act to be used to purchase equipment, including computer software, where the purchase results in a financial benefit to an organization that represents the purchasing entity or its employees. I also note that this provision has been included in another measure (S. 2496) which has been agreed upon by the House and Senate. In S. 2496, the restriction is applied to all Federal education programs. This amendment, which I offered on the House floor, was aimed at preventing Federal funds from being used to assist in a situation involving a serious potential conflict of interest. Reportedly, that situation has been discontinued and I am confident that these new provisions in the law will prevent a recurrence.

Mr. Speaker, while the steps taken by this bill are not as bold as I would have preferred, I believe that the improvements in the existing programs are such that my colleagues should support this measure. As an original cosponsor of the legislation and a House conferee, I urge adoption of the conference report.

Mr. HAWKINS. Mr. Speaker, I yield 2 minutes to the gentleman from New York [Mr. Biaggi].

Mr. BIAGGI. I thank the gentleman for yielding this time to me.

Mr. Speaker, I rise for the purpose of entering into a colloquy with the chairman.

Mr. Speaker, I wish to bring to the attention of the chairman a point of clarification for the legislative history of this conference report. Title IV of the act, specifically section 417, is the section which I authored to require the establishment of model centers in vocational education for older Americans. Section 417(b) is the section which contains the clause which mandates the establishment of these centers. However, I note that the word "shall" is missing from this section. I know that we did not intend to make this section 417 a permissible use of funds—and instead, intended that these centers shall be established.

Will the distinguished chairman concur with this observation—that the elimination of the word "shall" is a technical

error on our part and that the Secretary of Education is directed to establish model vocational centers for older Americans?

Mr. HAWKINS. Mr. Speaker, if the gentleman will yield to me, I know of the interest of the distinguished gentleman from New York and his understanding of this is, I think, correct. It is also the chairman's understanding.

I would refer to section 417(a). The previous paragraph to which the gentleman referred does contain the word "shall." I think that section 417(a) refers to all of the succeeding sections. So the answer is "Yes."

Mr. BIAGGI. I thank the gentleman.

Mr. Speaker, I rise in strong support of the conference agreement before the House to reauthorize the Vocational Education Act of 1965.

As a member of the conference committee, I believe that this report merges the best provisions of both versions and presents a product that will continue our Federal commitment to training and retraining youth and adults to respond to current and future labor market needs. Since 1963, this act has been the foundation of educational and vocational opportunity for millions of working men and women that will assist them in entering and remaining in the work force as productive members of society.

Today, as we consider this conference report, we see a vocational education program that will respond to the special needs of a variety of groups—in a variety of educational settings. We have an act that will assure access to educational opportunity for those special populations now underserved—or unserved—by the act—including the handicapped, the disadvantaged, women, and the incarcerated.

Despite the fact that Federal funds for this program total only 8 percent of total national expenditures for vocational education, the Federal role has been central. It is through this act, that we establish the educational agenda for the next decade—a decade that will be characterized by increased reliance on high technology with a labor force that needs special, as well as basic, skills. Yet, while this bill before us today responds to the future labor needs of the marketplace, it does not neglect the job skills that have continued to form the core of support for vocational education programs. These include

agricultural programs as well as consumer and homemaking programs.

I would be remiss if I failed to mention the fact that our deliberations here today and throughout the conference have been missing a central element—the contributions of our former chairman, CARL D. PERKINS, whose untimely passing last month left us without this body's most ardent support of vocational education programs. In his memory, we have renamed this act, the "Carl D. Perkins Vocational Education Act." This is a small but important provision that we intend should memorialize his leadership in this area.

Under the compromise proposal, we have retained the special emphasis on selected populations through separate authorizations and set-asides for special needs groups. These separate authorizations, which total $114.7 million, include:

$32 million for consumer and homemaking programs, which will assist the 3,000 vocational home economics educators in my own State;

$35 million for adult and postsecondary programs; half of which are earmarked for adult training and retraining and the remaining half, not to exceed $30 million, is earmarked for single parents and homemakers;

$20 million for programs in high technology, which is an essential area for increased emphasis considering that 45 percent of all economic growth in the United States between 1929 and 1969 was due to technological innovation;

$15 million for programs offered through community-based organizations that are critical to serving the needs of inner city and minority youth;

$8 million for State councils of vocational education, which provide important leadership in setting priorities for vocational education, especially in my own State of New York;

$3.7 million for national programs for bilingual vocational education, and

$1 million for guidance and counseling activities.

The State grant, which is the heart of this program, is authorized at $806.3 million. Of this amount, we have assured that the needs of special groups are served through the establishment of set-asides which will represent a percentage of State expenditures for vocational education. These are: 10 percent for the handicapped, 22 percent for the disadvantaged,

3.5 percent for sex equity activities, 20.5 percent for adults and 1 percent for the incarcerated. In total, these set-asides will represent 57 percent of total State expenditures.

I am especially pleased that we have responded to the concerns of the handicapped community which to date, have been inadequately addressed by the traditional vocational system funded through this act. This bill attempts to assure access to educational opportunity for the handicapped, also assures appropriate coordination of resources at the local level. To date, 1.23 million individuals or 34.3 percent of the total enrolled handicapped population participate in vocational education programs. This bill will assure that this population continues to receive special emphasis in State and local planning activities and services.

In addition to the handicapped emphasis, I am also pleased that we have responded in a significant fashion to the concerns of the educational community with regard to sex equity. In testimony before our subcommittee last year, the Full Access and Rights to Education Coalition in New York City, chaired by Tracy Huling, presented testimony which highlighted the significant sex sterotyping problems in New York City schools. I believe that this conference report addresses many of the concerns raised in FARE's testimony and in particular, its January 1983 report on sex discrimination in our city's schools.

The provision to earmark 1 percent of funds for the incarcerated will assist the 600,000 inmates of Federal, State, and local correctional institutions as well as the 2.2 million individuals who, at any given time, are under some form of correctional supervision. This provision is especially important to my own State of New York which operates a number of educational programs for these individuals. The presence of these educational activities can lead to free transfers of Federal facilities to the State which will significantly offset the pressing problems of inadequate housing in correctional facilities today.

Of particular interest is the provision which I authored to authorize the operation of national programs to provide vocational educational opportunities to older workers. This provision was based on legislation introduced by our colleague and former committee member, Bill Ratchford, who serves with me on the House Select Committee on Aging.

The current vocational education system is heavily biased toward students under the age of 25. What our educational system has failed to realize is that there remain large numbers of older Americans over the age of 55 who can and want to work. However, they need training and retraining opportunities that can and must be provided through the public educational system—including institutions of higher education.

Long-term unemployment continues to plague older workers. Jobless individuals 55 to 64 years old are unemployed an average of 27.9 weeks, compared to 19.4 weeks for unemployed persons 16 or older. Older workers also face longer periods of joblessness—43.8 percent longer periods than those 16 and older.

We need to encourage Federal programs which are age sensitive and respond to the special needs of older workers. The Job Training Partnership Act now sets aside 3 percent of State-allocated funds for training programs for older workers. With this provision in the Vocational Education Act, I intend that we will start to support similar efforts through the educational system, that can be coordinated with our national network of employment and training programs. Next year, when we reauthorize the Higher Education Act, I intend to make the needs of the nontraditional and part-time student, including students over the age of 55, a top legislative priority.

I intend to work with our colleagues in my capacity as chairman of the Human Services Subcommittee on the House Aging Committee and with the Department of Education, to assure that these programs will generate models which can be replicated on the local level and be of maximum use to educators in the field with little, if any, substantial experience in this area.

On the whole, I believe that the conference document represents an appropriate balance of interests. I commend my colleagues in both Houses and on both sides of the aisle for their diligence in seeing this legislation through the process. I am especially grateful to the work of our acting subcommittee chairman, my good friend, Bill Ford, our ranking minority member Bill Goodling; as well as our full committee chairman, Gus Hawkins. This product deserves strong bipartisan support and I urge its adoption.

Mr. GOODLING. Mr. Speaker, I yield 2 minutes to a very active participant, the professor, the gentleman from Utah [Mr. Nielson].

Mr. NIELSON of Utah. I thank the gentleman for yielding to me.

Mr. Speaker, I will not speak long on this bill, but I did want to commend the ranking minority member of the Elementary, Secondary, and Vocational Subcommittee, the gentleman from Pennsylvania, [Mr. Goodling], and the new chairman of the Committee on Education and Labor, the gentleman from California [Mr. Hawkins] for representing us at a very fine conference with the Senate. We were able to confer and get everything ironed out. I think we now have a good bill.

I would also like to commend Senator Hatch for his very fine contribution; namely, the single-woman head-of-household so that she can have the proper training. I think that was a very good step that I am glad that we now have in the bill.

I was disappointed with the proliferation of vocational education programs. I think the money is being spread over too many different categories to be as effective as it should be.

Other than that, I have no complaints about the bill. The funding levels which were too high initially are now reasonable. I believe that the President will sign this bill. I think it is a very good bill and vocational education will take a very fine step forward.

Mr. HAWKINS. I have no further requests for time, Mr. Speaker.

I would like, however, to take this moment to congratulate all the conferees on both sides of the aisle for the splendid sense of cooperation extended in this conference and in particular I would like to commend the ranking minority member, the gentleman from Pennsylvania [Mr. Goodling] for the splendid support that he gave to the chair and to the conference itself.

It was a spirit which he displayed during the incumbency of the previous chairman of the committee, the Honorable Carl Perkins, and I am very, very pleased that that spirit has continued and I hope that it certainly will continue from here on.

Mr. GOODLING. Mr. Speaker, will the gentleman yield?

Mr. HAWKINS. Yes, I will be glad to yield to the gentleman from Pennsylvania.

Mr. GOODLING. I would ask, Mr. Chairman, that we might engage in a colloquy to clarify something.

Mr. Speaker, I wish to clarify one point regarding the State leadership activities under the Consumer and Homemaking Education Program and the Guidance Counseling Program. The conference agreement limits State administration under these programs to 6 percent.

Is it the chairman's understanding that the conferees did not consider State leadership activities involving direct services to local programs under these programs as being subject to the 6-percent cap on administrative activities?

Mr. HAWKINS. That is correct. State leadership activities that involve direct services and technical assistance to local programs do not fall under the category of "State administration" and therefore would not fall under the 6-percent cap.

Mr. GOODLING. I thank the chairman for this important clarification. This should end any confusion which may have existed on this point.

Mr. HAWKINS. Mr. Speaker, I yield 1 minute to the gentleman from Michigan [Mr. Ford].

Mr. FORD of Michigan. Mr. Speaker, I would like to join those who have been complimenting our new chairman for the fine job he did in this conference and our friends on the other side of the aisle for their cooperation.

Mr. Speaker, I rise today in support of the conference report on S. 4164, the Carl D. Perkins Vocational Education Act of 1984. The report represents numerous hours of negotiations between the House and Senate conferees and staffs to solve over 250 initial differences between the bills.

There are several significant features of this act which will lead to an improved Federal role in assisting vocational education at the State and local levels. Specifically, these include increased authorization levels for many facets of vocational education. The Omnibus Budget Reconciliation Act of 1981 limited appropriations for vocational education to $735 million. The compromise authorization level reached in the conference is $950 million for fiscal year 1985 and such sums as necessary

for the 4 succeeding years. With the number of individuals needing training and retraining in vocational areas, this increased amount will help to ensure that those who most need vocational assistance will receive it.

A new program for adult training, retraining, and employment development is also created. For fiscal year 1985, $35 million is authorized for this purpose. Other items receiving specific authorizations include community based organizations, consumer and homemaking programs, guidance and counseling services, industry partnerships, and bilingual education programs. Additionally, the bill provides percentage set-asides for disadvantaged programs, handicapped students, adult students including single parent homemakers, sex equity programs, high technology, and programs for incarcerated individuals.

The Vocational Education Act as represented by this conference report clearly shows the concern of the Congress that those populations most in need receive necessary training to become productive citizens. It also delineates those types of specific programs that must be maintained if vocational education is to remain a vital and contributing factor in our educational system.

The chairman of the Education and Labor Committee in the House, my distinguished colleague Mr. Hawkins, and the chairman of the Senate Labor and Human Resources Committee in the Senate, Mr. Hatch, are to be commended for their patience, leadership and persistence in pursuing the numerous compromises that have been made to reach this conference agreement. These compromises are well thought out and provide for a comprehensive vocational educational program. I urge adoption of this report.

I am especially pleased that this bill will rename the Vocational Education Act in honor of our departed chairman of the Education and Labor Committee, CARL PERKINS. CARL PERKINS believed in and fought for vocational education during his entire career in the House. He presided over the hearings, committee markups and floor debate on this bill. Naming it in his honor is a fitting tribute to one of education's greatest friends.

Mr. GUNDERSON. Mr. Speaker, will the gentleman yield?

Mr. HAWKINS. Mr. Speaker, I yield myself such time as I may consume, and I yield to the gentleman from Wisconsin.

Mr. GUNDERSON. Mr. Speaker, I appreciate the gentleman yielding.

I simply want to compliment the distinguished chairman and our distinguished ranking member [Mr. Goodling] for their work on this particular bill.

Mr. Speaker, the House today is considering, and should pass, the conference report on H.R. 4164, a bill providing a reauthorization of the Vocational Education Act. This new law has been aptly named the Carl D. Perkins Vocational Education Act of 1984, for it contains much of what our late chairman had strived for during his many years of service in Congress.

The conference report retains the traditional Federal role in vocational education of access for those who might not receive proper vocational education without a Federal contribution, while also taking a new step forward toward the improvement and expansion of these programs.

This is a proper and timely step, and one which Chairman PERKINS sought. The bill the Education and Labor Committee reported, and the House passed, maintained our commitment to certain special populations by retaining set-asides for the handicapped, disadvantaged, for sex equity, and for adult/postsecondary education.

At the same time, the House bill permitted use of remaining funds for program improvement and expansion, while establishing several new innovative categorical programs such as adult training and retraining, and industry-education partnerships for hi-tech occupations. In addition, language, was included in the basic State grant permitting its use for the purchase of equipment for and operation of high technology training programs and for the purchase of telecommunications to expand the reach of vocational education. Clearly, the House was providing an answer to the question—the Federal Government has provided access, but access to what? The answer now clearly is improved, expanded, and innovative programs.

Our colleagues in the Senate also had come to recognize that program improvement and quality in vocational education must become a Federal priority. Their answer was to reserve

50 percent of the basic State grant for such improvement funding. But they also substantially increased set-asides for specific populations, reducing the flexibility of our States and localities to use the funds as they see best.

The conference report we bring to the House floor today is, in the best sense of the word, a compromise. We have retained the Senate's structure in the basic grant with its equal emphasis on access funding and improvement funding. We have also established several new innovative categorical programs which will contribute to an expanded national vocational education system.

In dealing with the set-asides, conferees were again able to produce a compromise which will insure that these special populations are served, while also allowing local flexibility. In recognizing the budget constraints facing our Government, the conference committee produced a reasonable $950 million authorization, significantly below the current $1.4 billion established by the 1981 reconciliation.

We have also taken some major strides to reduce the burden of Federal law on our schools throughout the Nation, while still maintaining procedures that ensure Federal intent will be carried out. Significantly, we have reduced the burdensome Vocational Education Data System [VEDS] reporting requirements to sampling methodology. Now these time consuming and costly reporting activities will be reduced to a scientific sample, rather than across-the-board reporting.

In addition, we were able to remove planning requirements, which might have served to further reduce small school participation, by scaling back a proposed 2-year local plan to a 2-year local application, while eliminating requirements for a local advisory council altogether. The detailed and extensive planning mandates of the original local plan would have served only to convince more small schools that the cost of participation in the Federal program was not worth the rewards. Fortunately, we were also able to retain an exemption from this application requirement for small program local education agencies, at the discretion of State board.

In one area only is there an aspect of this conference report that I regret that conferees could not be persuaded to act differently. This is on the question of retaining House provisions which permitted use of funds to sustain programs of proven

effectiveness. While I understand the concerns of our Senate colleagues that our emphasis be on improvement and expansion, reality is that many of our small programs cannot, year after year, meet that strict criteria. I am sincerely concerned that our new law may simply ask these programs to consider withdrawing from participation in the new Vocational Education Act.

Despite retention of the Senate provision on this particular issue, we have produced a forward-looking and worthwhile conference report. The Carl Perkins Vocational Education Act will continue to provide access for our special populations. But of equal significance, it will also provide a new direction—one of quality and program improvement. I urge my colleagues in the House to support this conference report.

Mr. MURPHY. Mr. Speaker, I rise in support of the Vocational Education Reauthorization Report and I wish to congratulate my colleagues for working through the complexities of this important legislation. Vocational education is an integral part of both our educational and economic systems, and without a strong vocational education program talented young people fail to acquire the skills they are capable of developing. In my district in Pennsylvania vocational programs must be able to keep step with improved technologies as well as provide students with basic skills appropriate to our local economy. The conference report that we are considering today accomplishes these purposes.

I would like to confine the remainder of my remarks to those provisions in the conference report which address the needs of handicapped students in vocational education. As chairman of the Subcommittee on Select Education, which has jurisdiction over the major educational programs affecting handicapped students, I have been particularly interested in the evolution of this legislation. For the most part I am pleased to note that handicapped students will benefit from the provisions contained in the legislation we are considering today.

A number of beneficial features from current law have been maintained or refined in this legislation. These features include the 10-percent set-aside, the State and local matching requirement, and the excess cost provision. These critical fiscal features ensure access to vocational education programs for

handicapped students and guarantee the provision of State and local revenues on behalf of handicapped students in vocational programs.

The new provisions that will enhance the role of handicapped students in vocational education include improvements in the data collection system and assurances that the special education systems and the vocational education systems work in concert toward the development of skilled and independent handicapped individuals. These two new provisions in particular will give us information on the quality of the vocational education that handicapped students are receiving as well as assure that the protections contained in Public Law 94–142 are applied to vocational education programs serving handicapped students.

As I stated earlier, this legislation will improve the status of handicapped students in vocational education for the most part, but I would be remiss in my duties as chairman of the Select Education Subcommittee if I failed to record my concern that the in-State distribution formula contained in the conference report that applies to handicapped students is flawed and will prove to be detrimental to a large number of handicapped vocational education students. This distribution formula seeks to drive handicapped vocational education funds toward disadvantaged areas. On its face this is a very appealing concept, but in fact as presently constructed this provision in the legislation will penalize middle-class students in the interest of their disadvantaged peers. This is a very delicate situation, and I must register my deep concern that the damage that will be dealt to these middle-class youngsters will outweigh the benefit that will accrue to disadvantaged youngsters. In many respects this is a classic dilemma. In current law the handicapped money in vocational education is distributed without factoring in the relative economic conditions of the area. The House version of the vocational education reauthorization maintained this formula. The Senate bill contained a vastly different formula and sought to direct moneys toward disadvantaged areas.

The basic rationale of the Senate bills orientation was that rich school districts don't really need the Federal dollar compared to the needs of the disadvantaged areas. As I stated earlier there is a certain logic and appeal to this reasoning. My

problem with this position is that it fails to consider the effects of this formula on those students who are neither rich nor disadvantaged. These students not only make up the vast majority of handicapped persons in the vocational education system, but also have needs equal to those of their wealthy or disadvantaged peers. These are the students who will suffer from the in-State distribution formula worked out in conference, because the wealthy school districts will be able to make up the lost Federal revenue with local funds and because these middle-income students will not be able to qualify for preferred treatment as disadvantaged. This is a dangerous precedent in the treatment of handicapped students, and I hope that its effects will be monitored closely. I regret that the compromise that I understood was worked out between certain key House and Senate Members did not prevail in conference and I would like to express my gratitude to my colleague, and the ranking minority member of the Select Education Subcommittee, Mr. Bartlett, for attempting to promote the compromise position, a position that had the complete support of the handicapped community.

Mr. Speaker, I support this conference report and urge its approval by the House.

Mr. SIMON. Mr. Speaker, I have reviewed the conference report on the Carl D. Perkins Vocational Education Act, and I would like to commend my colleagues on their excellent work on this important bill.

I am particularly impressed by the forward direction in which this reauthorization moves vocational education. This bill acknowledges the need for change in the distribution of Federal dollars to local and State vocational programs. Now, 80 percent of the funding will go to local vocational programs, and only 20 percent to the State. More importantly, two-thirds of the State allotment goes to program development and implementation, leaving only one-third to administration. I predict a great improvement in the quality and innovation that this mix of funding can bring.

Throughout the bill, there is an emphasis on upgrading ongoing programs and creating new programs to prepare vocational education students for new technology.

In addition the bill emphasizes provision of service to students formerly underserved by vocational education. This bill

encourages vocational educators to recruit and provide high quality training for disadvantaged, limited English-speaking and handicapped students by providing payment for the extra cost of educating these students.

Finally, Mr. Speaker, I am pleased to see that this bill opens wider the vocational education system to interactions with business and other job training efforts and that it is more sensitive to local concerns in vocational education.

With the increased funding and the 5-year duration of this authorization, I feel certain that we will see great improvements in vocational education.

Therefore, Mr. Speaker, I urge my colleagues to join me in voting for the Carl D. Perkins Vocational Education Act.

Mr. HAWKINS. Mr. Speaker, I move the previous question on the conference report.

The previous question was ordered.

The conference report was agreed to.

A motion to reconsider was laid on the table.

Carl D. Perkins Federal Building and U.S. Courthouse

Proceedings in the House

TUESDAY, *September 18, 1984.*

H.R. 6255, CARL D. PERKINS FEDERAL BUILDING AND U.S. COURTHOUSE

Mr. YOUNG of Missouri. Mr. Speaker, I ask unanimous consent that the Committee on Public Works and Transportation be discharged from further consideration of the bill (H.R. 6255) to designate the Federal building and U.S. courthouse in Ashland, KY, as the "Carl D. Perkins Federal Building and United States Courthouse", and ask for its immediate consideration in the House.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Missouri?

Mr. SNYDER. Reserving the right to object, Mr. Speaker, I rise in support of H.R. 6255, a bill, to honor our former colleague and good friend CARL PERKINS by naming the Federal Building now under construction in Ashland, KY the "Carl D. Perkins Federal Building and United States Courthouse."

The city of Ashland has petitioned to name this building in CARL's honor. It has been discussed with CARL's family and they agree it would be a most fitting and welcome tribute to CARL. The entire Kentucky delegation concurs in this decision.

CARL did so much for his people and the State as a whole and this is just one small way we can pay tribute to the memory of a great man and our dear friend.

I don't intend to go to great lengths recalling the accomplishments CARL achieved while he served here in the House of Representatives or the reasons he deserves this honor. We all know them. And you all know how I felt about CARL and

what good friends we were. We covered all this under special orders last Tuesday.

CARL was a great believer in the ability of the Federal Government to solve the problems of his people. What more fitting way could he be remembered than this—having his name affixed to a Federal building that will long symbolize, not only CARL's belief but his success at making that belief a reality.

This is just a simple and fitting tribute to a great man and I urge your support for this measure.

Mr. YOUNG of Missouri. Mr. Speaker, will the gentleman yield?

Mr. SNYDER. I yield to the gentleman from Missouri.

Mr. YOUNG of Missouri. I thank the gentleman for yielding.

Mr. Speaker, it is an honor to bring to the floor H.R. 6255, a bill to designate the Federal building and U.S. courthouse in Ashland KY, as the "Carl D. Perkins Federal Building and United States Courthouse." I can think of no one I would rather participate in honoring than the late dean of the Kentucky delegation, a man who was a leader in developing education and labor programs in this body. Among his achievements were the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, and the black lung benefits in the Coal Mine Health and Safety Act of 1969.

Chairman PERKINS was as well known for his compassion as for his effectiveness as a legislator. During his 35 years in the House of Representatives, he never failed to speak for the needs of children. Through his efforts, the School Lunch Program and Child Nutrition Programs were expanded to serve the needs of those who otherwise might have lacked nutritional meals. Legislation enacted into law under the direction of Congressman PERKINS will improve the lives of millions of Americans for many years to come. It was a privilege to serve with CARL PERKINS during my 8 years in Congress.

Mr. HOWARD. Mr. Speaker, with the passing of our former colleague, the Honorable CARL DEWEY PERKINS on August 3, 1984, the Congress and this Nation lost a great legislator, statesman, and truly dedicated public servant. CARL PERKINS was a man of wisdom, skill, and compassion. His contributions

to America are legendary and it was my privilege to have served in the House with CARL for 20 years.

Mr. Speaker, at this time I would like to share with my colleagues a biography written by Congressman CARL PERKINS' son which I believe we all would like to associate ourselves with his comments:

CARL DEWEY PERKINS, OCTOBER 15, 1912—AUGUST 3, 1984

For almost thirty-six years CARL DEWEY PERKINS represented Kentucky's 7th District in the United States House of Representatives. No Kentuckian has served as long in the Congress.

From the first years of his service in 1949, Congressman PERKINS was a member of the House Committee on Education and Labor and served as that body's dynamic chairman from 1967 until his death. His leadership, his philosophy and his character were stamped on virtually every piece of social legislation passed by the Congress during his generation.

He wasted no time on futile arguments over whether legislation was liberal or moderate or conservative—his only criterion was whether it was good for the people. He was a resourceful, tireless and tenacious fighter for his causes. Those causes were invariably the ones that were important to the people of his beloved 7th District.

The landmark Elementary and Secondary Education Act of 1965, which brought the resources of the federal government to bear on the education of disadvantaged children, was forged in his subcommittee. That act, Title I, vitalized the education of poor children throughout the country. He championed vocational education and led the Congressional forces that gathered a few scattered federal programs in that field into a strong commitment of federal support in the Vocational Education Act. Vocational and technical schools built under that act throughout the 7th District have trained thousands of young people for useful and productive jobs. Wherever Kentucky libraries open their doors to the people, the work of CARL PERKINS on federal library assistance legislation is remembered.

Congressman PERKINS was the moving force behind the expanded federal role in child nutrition and school feeding programs.

He was a legislative pioneer in the field of industrial safety, sponsoring and leading the fight for passage of the federal Coal Mine Health and Safety Act of 1969, which also provided compensation for victims of the black lung disease. He managed passage of the Occupational Safety and Health Act on the House floor in 1970.

His work for the elderly is evidenced in housing developments senior citizens centers and in nutrition programs.

An ardent conservationist, he worked diligently for flood control projects that continue to save hundreds of lives and millions of dollars in property damage in his district and elsewhere.

His last speech in the House of Representatives the afternoon before he died was a plea for the use of Eastern Kentucky's abundant coal as a resource for America's energy independence.

He was not a desk-bound Congressman nor was he a stranger in his district. He traveled Eastern Kentucky virtually every day Congress was not in actual session. And when disaster struck, whether it was a flood or a mine explosion, CARL PERKINS was usually there to comfort the suffering and to spur aid from any source available.

The son of James E. and Dora Calhoun Perkins, he was educated in the Knott County grade schools, Hindman Settlement School and Hindman High School. He attended Alice Lloyd College at Pippa Passes and Lees College at Jackson and won his law degree in 1935 from the Jefferson School of Law (now the University of Louisville College of Law).

His law practice was almost immediately intertwined with public service for in 1939 he was appointed to fill the unexpired term as Commonwealth Attorney and was elected to the Kentucky General Assembly in 1940. He was elected Knott County Attorney in 1941, shortly before beginning his army service in 1941 in World War II. He saw modern war first hand during the campaigns in Northern France, the Ardennes, the Rhineland and Central Europe. He was plunged into public service again in 1945 by reelection to his post as Knott County Attorney and subsequently served as Counsel to the Kentucky Department of Highways in Frankfort.

CARL D. PERKINS was elected to the United States House of Representatives in 1948 and went to Washington the following January as a member of the 81st Congress.

He was married in 1939 to Miss Verna Johnson of Knott County who for more than thirty years was a gifted teacher of children and shared her husband's work in education. They have a son, Carl Christopher Perkins, a Hindman attorney, who serves as a member of the Kentucky General Assembly in the seat held by his father more than forty years ago.

He was a Southern Baptist.

CARL PERKINS was born in Knott County and never called another place on earth his home.

"My father would not have wanted us to dwell upon his passing, nor immortalize his achievements, but rather to carry forward with his dream of building a future for Eastern Kentucky. Our tribute to his memory should be dedication to that cause."—Carl Chris Perkins.

Mr. Speaker, I urge enactment of H.R. 6255.

Mr. SNYDER. Mr. Speaker, I withdraw my reservation of objection.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Missouri [Mr. Young]?

There was no objection.

The Clerk read the bill, as follows:

HOUSE BILL 6255

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Federal Building and United States Courthouse located at Fourteenth Street and Greenup Avenue, Ashland, Kentucky,

shall hereafter be known and designated as the "Carl D. Perkins Federal Building and United States Courthouse". Any reference in a law, map, regulation, document, record, or other paper of the United States to such building shall be deemed to be a reference to the "Carl D. Perkins Federal Building and United States Courthouse".

The bill was ordered to be engrossed and read a third time, was read the third time, and passed, and a motion to reconsider was laid on the table.

Proceedings in the Senate

TUESDAY, *September 18, 1984.*

S. 3005, CARL D. PERKINS FEDERAL BUILDING AND U.S. COURTHOUSE

By Mr. HUDDLESTON (for himself and Mr. Ford):

S. 3005. A bill to designate the Federal Building and United States Courthouse in Ashland, Kentucky, as the "Carl D. Perkins Federal Building and United States Courthouse"; to the Committee on Environment and Public Works.

CARL D. PERKINS FEDERAL BUILDING AND U.S. COURTHOUSE

Mr. HUDDLESTON. Mr. President, I am today, along with my distinguished colleague Senator Ford, introducing legislation to designate the new Federal building and U.S. courthouse in Ashland, KY, as the "Carl D. Perkins Federal Building and United States Courthouse." The House today unanimously passed identical legislation.

Mr. President, no monument, no structure, no temporal symbol can adequately reflect the love and respect all of us shared for CARL PERKINS. The truest monument to his life and work will be the manner in which he shaped the direction of our Nation. One measure of the moral fiber of a nation is the manner in which it treats its least fortunate citizens. By this measure, CARL PERKINS was our Nation's conscience.

Yet as he molded the legislation of the war on poverty, as he shepherded into law the education, nutrition, and economic programs that have become an integral part of our social fabric, he always remained the U.S. Representative from the Seventh District of Kentucky.

While he worked on writing laws that would make dramatic changes in our American society, he returned home every week to Knott County. He was never too busy to talk to a constituent and to offer a personal helping hand. No problem in the Seventh Congressional District of Kentucky was too small to warrant his personal attention.

CARL PERKINS always viewed the world and the Nation from the vantage point of his mountain home, knowing in the most intimate way that the problems of his constituents were the problems of the Nation.

Memorials have been erected in Washington to lesser men than CARL PERKINS. But if there is to be a memorial at all, beyond his mark on our society, CARL PERKINS would have wanted it to be in eastern Kentucky.

Thus, I urge the Environment and Public Works Committee to adopt this legislation at the earliest possible date.

Mr. FORD. Mr. President, I rise in support of a bill my distinguished colleague, Senator Walter (Dee) Huddleston, and I are introducing today in honor of the late CARL D. PERKINS, who represented Kentucky's Seventh Congressional District in the U.S. House of Representatives for nearly 36 years before his death August 3, 1984.

H.R. 6255, which passed the House by unanimous consent this morning, would designate the Federal building and U.S. courthouse in Ashland, KY, as the "Carl D. Perkins Federal Building and United States Courthouse." Our bill is identical to that.

I cannot stress how appropriate this gesture would be. CARL PERKINS represented the mountain hollows, the towns and cities like Ashland with a devotion and affection of near-legendary proportions. He loved his people, and never stopped fighting for them.

Those of us who had the privilege of serving with Congressman PERKINS know of his unyielding dedication to improving the quality of life, both in Appalachia and around the Nation.

Children across America have been able to rise above the poverty and deprivation of their surroundings through some of the educational programs which he fought long and hard for, particularly vocational training.

As a member, and later chairman, of the House Education and Labor Committee, Representative PERKINS was a key force

behind the Elementary and Secondary Education Act of 1965, which created remedial help for disadvantaged children and provided aid for school libraries.

He was also one of the fathers of the Appalachian Regional Commission, which has helped some of the poorest sections of eastern Kentucky and other States obtain badly needed hospitals and roads.

But CARL PERKINS never forgot where he came from. He went home often, sometimes traveling the backroads of his district, chatting with—and listening to—his constituents.

Such commitment is not easily forgotten. And recognition of CARL PERKINS, through passage of this bill, would be a fitting tribute to his strength and character.

I urge the Committee on Environment and Public Works to take immediate action on this legislation.

Mr. KENNEDY. Mr. President, it is an honor for me to join in supporting this richly deserved tribute to CARL PERKINS.

No one who knew CARL PERKINS will ever forget him. He was a giant of the Kentucky earth, and all of us in Congress who respected his genius and valued his friendship will miss him dearly. He was especially close to both my brothers, and his loss was deeply mourned by all the members of my family.

CARL PERKINS had a unique ability to touch the conscience of Congress and the country. His legacy of excellence will endure so long as Americans anywhere carry on his lifelong struggle against the ancient evils of poverty, ignorance, and disease. And this legislation will, in some small measure, create a lasting monument to his memory and a reminder of his good works to the generations yet to come.

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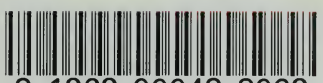

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